

RECREATION

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PLAYGROUNDS



That July Party!

By Lisbeth Hibarger

Safety Versus Lawsuits

By Wahlfred Jacobson

Pageantry on the Playground

"Last Summer on Our Playgrounds!"

Preparation for Acquiring Recreation Areas

By F. Ellwood Allen

Now That Day Camping Has Come of Age

Volume XXXIV, No. 2

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RECREATION

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Make Way for Progress

We're in a hurry. Really in a dither. A five year plan—a ten year plan. We've made a schedule for progress. The trains of progress must run regularly and on time. It is like a war. *We* have settled it.

It's too bad if people don't want to march that fast. Discard the old model. On with the new. No time to consult with the people affected. We're building democracy. The people would like it if we had time to tell them about it.

Speed up. Speed up. We're in a machine age. No more time for "horse and buggy" in human progress. A whole generation might miss the blessings we feel should be bestowed upon them. We must fly. We're in a hurry. Ding dong. Ding dong. Out of the way for progress.

Would the majority want it? Are they ready for it? Rather, can we slip it by? The people will like it when they know it. We cannot wait.

Ride our horses before they are foaled. Eat our bread before it is baked. Put on our roof before we have dug the foundation. We are in a hurry.

How come? How have we become so wondrous wise, so inspired, so infallible?

How do we know we are so right?

Suppose the people don't like it, don't want it. Suppose the people have an instinctive feeling as to what is good for them.

The way of education is slow.

Discussion back and forth is tedious.

The dream is lost before it is consummated.

We are bored.

Rush. Hurry. Turn on the heat. Bring pressure to bear.

A little force here, a little force there.

It's all in the name of democracy.

The end justifies the means.

Progress cannot wait.

We know. We are sure. We are the people.

Man made the machines.

Man's machine world hypnotizes him.

Food, clothes, shelter come from machines.

Let progress be machine-made too.

Speed. Speed. Speed up the machine. Speed up progress.

We are on our way—we are on the march.

Why should man—the ordinary man have any part in progress, in his own progress?

That's too slow.

We can't wait.

We gallop fast on a treadmill. We get nowhere. The light is not in us. Nothing permanent abides. Only dust and ashes.

Only abides what grows in the hearts and lives of the common men.

Life is in the living of it.

Life is in the working of it out.

Growth and education are slow.

So slow we must be careful not to make it slower.

But men are not forever machines.

Progress cannot be secured by treating them as if they were.

Men instinctively reject progress which they have had no share in creating for themselves.

Better live poor, threadbare, working one's own progress upward, than have rich garments, rare foods and see much greater progress passed out to one by wise men above who wished quickly to build a culture they had decided *would be good* for all men.

Better progress be slow than so fast that men concerned have no part in it.

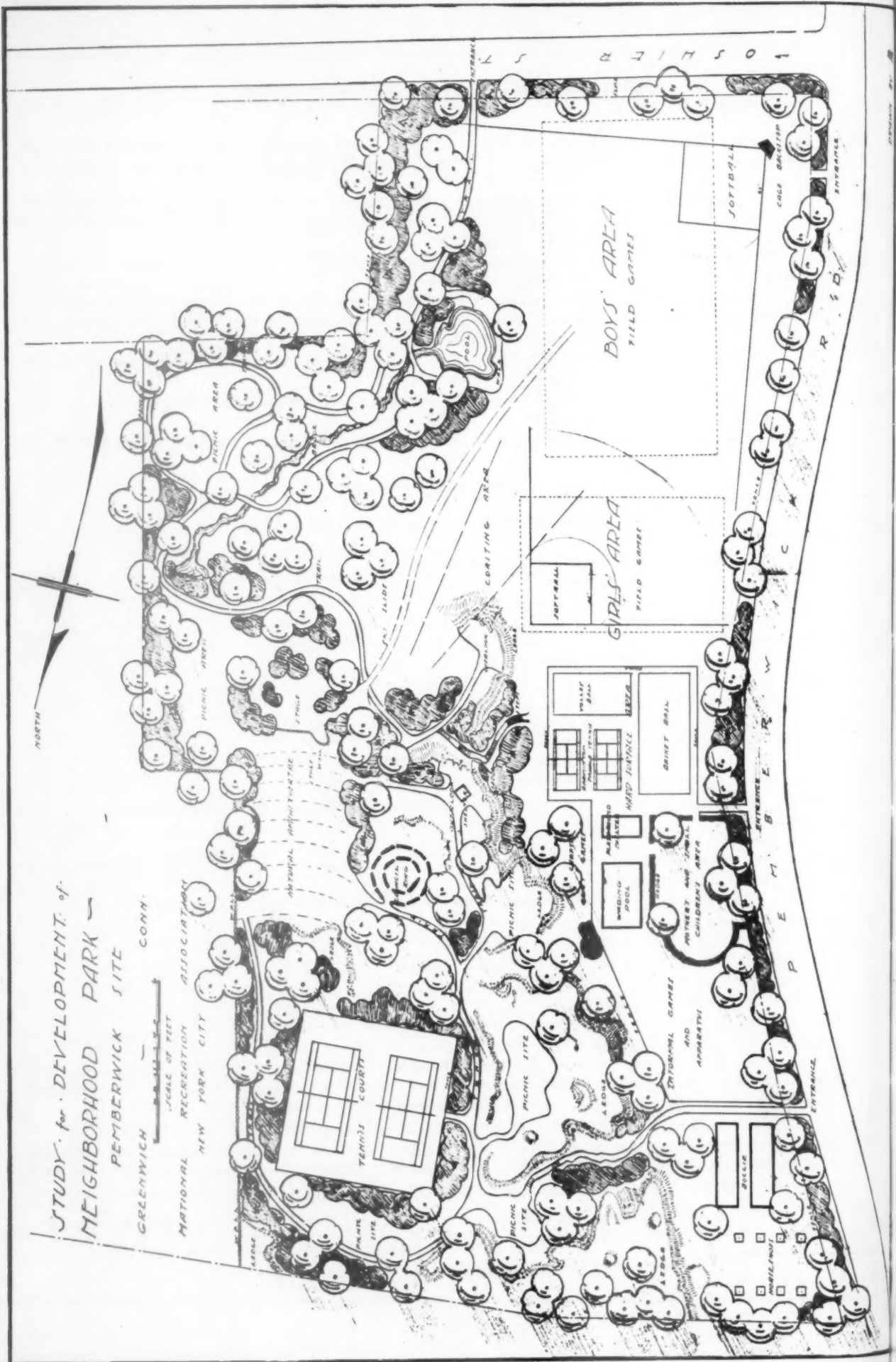
We shall go faster and arrive sooner if we don't go too fast, if we all go together, if we take time to think, to pray, to grow together, and welcome gladly self-education for others as well as for ourselves.

Howard Brainer

STUDY for DEVELOPMENT of NEIGHBORHOOD PARK — PEMBERWICK SITE

GREENWICH — 1 MILE — 1/2 CONN.

SCALE OF FEET
 NATIONAL RECREATION ASSOCIATION
 NEW YORK CITY



Preparation for Acquiring Recreation Areas

By F. ELLWOOD ALLEN
Specialist in Recreation Facilities
National Recreation Association

THERE IS nothing unusual in a municipality acquiring land for recreation use by direct purchase. It is rather significant, however, when a town explores the full possibilities of a piece of land and prepares a plan for its development before the purchase is consummated. The Town of Greenwich, Connecticut, well known for its fine recreation facilities, has just demonstrated the feasibility of such procedure.

Citizens of the town at a recent town meeting voted unanimously to acquire eight and one-half acres of land in the Pemberwick section of the town and to develop this area as a neighborhood park. To the casual observer the Pemberwick acres might seem wholly unsuited for playground purposes. The topography of the land is exceedingly irregular. A cliff thirty feet high rises abruptly in the center of the property, forming a heavily wooded ridge broken by intermittent ravines. At one extremity a spring feeds a brook which flows across the property. It is no wonder that a layman finds it difficult to visualize a playground in an area cut in two by a brook and composed of cliffs, ravines, and woods—especially if he thinks in terms of football, baseball, and similar types of outdoor activities. A trained recreation leader, however, could see where many features of the area, apparently obstacles in the path of development, could be put to good recreational use.

For a long time the Recreation Board of Greenwich had believed that the Pemberwick property had unusual possibilities. Well located from the standpoint of population distribution and easily accessible, it was situated in a section of the town that was deficient in play space. The parks of Greenwich are unusual in natural beauty and their accompanying development for human use and

enjoyment, and here was another piece of property comparable in beauty to the existing parks in the city which the Rec-

reation Board judged, could be developed to meet the demands of a diversified program for all age groups.

Before advocating the purchase of the area, the Board asked the National Recreation Association for assistance. After a careful study of the property, the Association confirmed their opinion of its recreation potentialities. In order to show the people of Greenwich what could be done with the Pemberwick acreage—should the town desire to acquire it—the Association prepared a plan, and the results more than justified the belief of the Recreation Board. The plan was exhibited in various neighborhood commercial establishments where people could study it and examine the full possibilities. That they approved was shown by their unanimous vote for acquisition of the property.

The plan prepared by the National Recreation Association is shown on the opposite page. It will be noted from the plan that facilities are provided for all age groups and that opportunities are afforded for cultural as well as physical activities.

The section of the site facing Pemberwick Road is graded to provide many types of facilities requiring a level area. At the south end of the property the plan suggests a softball diamond with overhanging backstop and also a large level section for various types of field games such as football and soccer.

This section would be devoted primarily to activities for boys. An adjacent section has been reserved for girls' activities, including softball and field games such as field hockey and soccer. The softball diamond has a forty-five foot baseline.

The main entrance to the area is slightly to

(Continued on page 114)

Wise planning interprets a recreation program in terms of facilities. Too often the reverse has been true and many a program has had to adapt itself to existing facilities. Before land is acquired for recreation purposes its full possibilities should be explored. The plan followed in Greenwich, Connecticut, proves such procedure not only feasible but necessary if recreation areas are to be planned for the best advantage of all who are to use them. Commenting on the plan for Greenwich, James Stevens, Superintendent of Recreation, says: "If Mr. Allen's plans are followed, Greenwich will have a most practical memorial to the intelligent services rendered by the National Recreation Association through its specialists."

Now That Day Camping Has Come of Age

Day camping is the happy experience more and more children are enjoying in being transported in the morning to a carefully chosen beauty spot not far from the city, and brought home in the evening after a day of satisfying play. Beginning as an experiment, it has become a highly successful method of introducing boys and girls to the out of doors.

We Look at Day Camping

By MAUDE L. DRYDEN

THE MORE URBAN our population becomes, the more apparent is the need for many varieties of camps. Day camping is the most recent type of camping to find a place for itself in the program, and it is proving successful in filling in the gaps which exist in many camp projects.

News of day camping experiments come from large metropolitan areas and small towns; from densely populated regions to rural districts in the Middle West; from the Northwest, the South, and from nearly every state in the Union. Advocates of the plan represent varied interests, and groups include private schools, private service agencies, municipal and county departments, public schools, and many semi-public agencies. Various combinations of groups are to be found pooling their resources. In Houston, Texas, for example, there is a day camp committee composed of representatives of all agencies conducting day camps—the Y.W.C.A., Y.M.C.A., Settlement Association, Boy Scouts, Girl Scouts, and City Recreation Department. The committee meets once a month from February until the day camp season begins in June. Meetings are held again at the end of the season to discuss the program.

Day camp sites are to be found in usual and in unexpected places—on private camp properties and private estates, in restricted summer colonies, in yards of suburban blocks, in lots and crowded cities, in playgrounds and parks, and on

roof tops. One camp in Lakewood, Ohio, is known as the day camp on wheels.

To reach these sites day campers are bound by no one procedure. They may ride luxuriously in station wagons or busses, or they may go to their destinations by using public conveyances. Lacking any of these facilities, they may go afoot!

Day camping, then, is the essence of resourcefulness, and it is this element which as in other types of camping makes it valuable in the education-for-life process. Day camping, following week-end camping, designed to help retain the values of summer camps has come into being to offer opportunities to those who cannot go to organized camps and to make possible the advantages of camping during all seasons of the year. Many leaders are looking forward to the time when camping will be included in the school curriculum in order that all children may have the rich and vitalizing experience camping offers.

Training Leaders

Training for camp leadership has for many years been offered in a number of colleges and universities. Teachers College, Columbia University, is credited with having given the first college course in camp leadership. Other institutions later offered similar courses, with Syracuse University giving a four year course leading to a degree of B.S. in Organized Camping, and with additional study, to a degree of Master of Science in Organized Camping or Master of Recreational Engineering.

At Columbia, Dr. Frederick Maroney, director of the course in camp leader-

Mrs. Dryden, the author of the booklet on *Day Camping*, issued in 1939 by the National Recreation Association, states that information received in answer to inquiries sent cities reporting on organized recreation programs shows that while approximately a quarter of the communities replying do not have day camps, the remaining three quarters are either conducting such camps, and are proud of their accomplishments, or are planning soon to initiate a program. The tone of the responses, Mrs. Dryden reports, was uniformly enthusiastic.

ship, a few years ago, included a section on day camping, repeating it the following year with greatly increased attendance. Dr. L. B. Sharp at New York University and Dr. William Vinal at Massachusetts State College each devoted a session of his training course to the topic. WPA in New York City has

conducted a fifteen-weeks' course each year for the past six years. The Westchester County, New York, Recreation Commission has for several years held a session on day camping. Other organizations giving attention to this subject have included the New York Section of the American Camping Association, the Camp Directors' Pow-Wows in New York City, the Y.M.H.A. and Y.W.H.A. state organizations in New Jersey, and many other organizations. Sessions on day camping at the National Recreation Congresses have attracted large attendance.

At the time day camping was beginning to receive consideration, a group of day camp leaders in New York began a series of informal yearly discussions for the purpose of establishing basic principles and of setting some simple but concrete standards. These leaders represented private and public groups in widely divergent parts of the country. A few of the points of agreement and conclusions reached may be briefly stated:

It is the responsibility of day camping to encourage greater familiarity with forms of recreation available in the open country and to give this program a place of equal importance with city planned activities.

Fundamentally day camping is a nature recreation program with a variety of activities relating themselves intimately to this conception. No better means has been discovered to accomplish this purpose than has been built up in organized camp



Courtesy WPA, New York City

programs; consequently day camps must adhere as steadfastly as possible to camp ideals, and every effort should be made to adapt and apply these practices in whatever circumstances and at whatever season the day camp program is in operation.

As the day camping movement continues

its quiet and unobtrusive growth, the one thing essential is the careful, wise cultivation of the possibilities inherent in it. Day camping must have the sound nurture it deserves to make it an increasingly important ally of existing established camps.

We Experiment in Day Camping

By PAT ABERNETHY

Recreation Commission

Raleigh, North Carolina

THE GIRLS who attended our day camp last summer were a real cross section of Raleigh—from college professors' children to habitues of the Juvenile Court—and they all got along beautifully. We worked jointly with the Girl Scouts and the Y.W.C.A., under the sponsorship of the Wake County Council of Social Agencies, and produced a day camp for a month in early summer. Monday was reserved for weekly staff training meetings, and the camp was held four days a week (Tuesday through Friday) from 9:30 to 3:30. For health's sake, the Wake County Health Department sent a nurse to pay a brief daily visit. We never needed her, but it was a comfortable feeling to know that she was available if we wanted her.

In reality we conducted two camps, one for white girls and one for Negroes. The camp for

white children was held at Pullen Park and the adjacent City Armory. The Armory is surrounded by a huge grassy area of two or three acres, and there are plenty of big shade trees—magnolias, water oaks, and others—with branches that bend almost to the ground, making fine little “houses” where our various units could meet.

The leadership for the camp was supplied by the Scouts, the Y.W.C.A., and the Raleigh Recreation Commission, plus two WPA recreation leaders from the playgrounds. The other staff members were volunteers—Junior Leaguers, college girls on vacation, and Scout troop leaders.

The campers were divided by age into three general groups: seven to ten years of age, ten to fourteen, and fourteen to eighteen. These groups were redivided into smaller activity units of ten members, with a counselor for each group. There were more girls in the ten to fourteen age group than in the other two, so that this class comprised about half of the entire enrollment.

Each morning, at assembly, we started the day off with singing and some kind of folk dance such as “Captain Jinks,” “Oh, Susanna,” or “Ach Ja.” and made whatever announcements were necessary. Then we divided into the unit groups for the day’s program. We had a similar closing assembly the last thing in the afternoon. The folk dancing and music were an integral part of the program and well liked by the girls.

We tried to make the programs as varied as possible, including land and water sports, arts and crafts, music and folk dancing, storytelling and dramatics. The most popular activity was, of course, the water program. We had three Red Cross instructors in charge at all times, assisted by two or three Junior and Senior life savers. Non-swimmers were taught to swim, and the more advanced swimmers were coached in form and speed or given life saving instruction. The City Commissioner of Public Works was cooperative in our water program. He reduced the swimming rate at the pool to five cents per swim, and the campers brought their own towels. He gave us free use of the boats on the park lake for boating; occasionally the Park Superintendent would invite the whole crew down for a free ride on the merry-go-round! Boating, however, was given only to the older girls, since the smaller ones were hardly strong enough to handle the boats. The younger campers were taken for rides by the water front staff by way of compensation.

We had an outdoor archery range in the park which we used in fair weather. Archery also was reserved for the teen-age girls, and it proved very popular with them. So much interest and proficiency was shown in archery that a Junior Archery Association is being formed. The day camp archery group is the nucleus, and the activity will be sponsored by the Raleigh Archery Association, formed by the Raleigh Recreation Commission.

The only disadvantage about these three sports—swimming, boating, and archery—was that they entailed a quarter-mile hike from the camp site, but at least we got plenty of hiking without labeling it as such!

We had paddle tennis, badminton, and volleyball courts laid out in shady spots, and a ping-pong table was placed under a big elm. Other games such as horseshoes, dodge ball, various relays, and circle games proved popular, and deck tennis took like wild fire. The adjoining softball field could be used by the girls, but we did not play softball, preferring other games and activities.

Various types of handcraft were offered to the girls at no cost to them, for the expense was borne jointly by the three agencies. There was no expensive work, but it was enjoyed just as much as if it had cost a lot. We made plaster of Paris plaques, and painted vases from mustard jars and other containers which the children supplied. Some one gave the Commission two barrels of scrap leather, so we did leather work, making belts, pocketbooks, and caps.

A leader from the WPA Art Center came out twice a week and conducted sketch groups in pencil and water color. Some interesting results were obtained, and some of the work was quite good. The art groups also did clay modeling.

Our nature study project contained the identification and labeling of the trees in the park, and picnickers will now know whether they are dining under a magnolia, a sweet gum, or some other kind of tree. The actual signs were made as a handcraft project, out of tin, with little “roofs” to protect the lettering from the weather. Handcraft was combined with nature study in another form, a bird study game. The younger girls made cardboard birds, colored like birds they had seen and identified, fastened them to sticks and sailed them through the air. Some of the plaque work was done with leaf patterns, as an additional alignment of handcraft and nature study.

We had storytelling periods two times a week. Miss Lucy Cobb, who has written several books of children's stories, came out to the camp whenever we asked her, and told the children some of her stories, the old, familiar ones as well as newer tales. This feature was especially enjoyed by the younger children.

Of course dramatics was a popular pastime, and the girls were given ample opportunity to work out their own ideas. They acted out fairy stories, songs, and simple playlets. Their version of "Ferdinand the Bull" was a gem, and "Cinderella" was lovely. Most of the dramatic production was done out of doors, with good results.

Another interesting feature was the class in First Aid and Home Hygiene given by the local Red Cross nurse. It was taught in a practical way, and we thought it one of the best things offered the older girls.

For indoor activities the Armory proved ideal for our purpose. It is big and cool, with a stage at one end (designed for a dance orchestra), and a piano. We could use an indoor archery range downstairs in the pistol range, and the lavatory facilities are well arranged. On rainy days we had room enough to do anything indoors that we could have done outdoors, although we worked outside as much as possible. The "weather man" was most cooperative about slating bad weather for days when the camp did not meet. Except for excessive heat on a few days, the weather was fine.

For camp closing we had camp all day, inviting the families of the girls to come out for a late afternoon swim or boat ride, a picnic supper, and a campfire program. About one hundred parents and younger brothers and sisters came to enjoy a day at camp.

In general, the same program had been carried out at the Negro camp. The City Commissioner of Public Works made the same arrangements at the City Park for Negroes as he had made at Pullen Park. The Negro girls enjoyed the same activities, with the exception of boating, for there is no lake at their park. There is, however, a beautiful shaded spring near the athletic field, so on a flat bank just by the spring the girls did their outdoor cooking, with all the comforts of home, including running water. The director reported that outdoor cooking was so popular with the girls that some of them asked to cook in preference to swimming!

The Negro staff was exceptional. The wife of the principal of the Negro High School was the director, aided by a fine volunteer staff of teachers and other Negro leaders who served as regular counselors.

The Negro camp was built around an Indian theme, with handcraft, archery, music, and other activities appropriately included. We had only a few bows, so it was necessary to haul them back and forth across town to do duty at both camps, but it was worth the effort. This sport fitted perfectly into the Indian theme, and most of the girls had never had a chance to enjoy archery. They took to it like ducks to water.

The final day of the Negro camp was similar to that at Pullen Park. It was an all day affair, with a campfire program at the close. It was indeed a joyful sight to see all those Negro children dressed in the Indian costumes they had designed, dancing around a fire in front of a handmade tepee and singing, "Certn'y Lawd"!

We ran the camps for a month, from June 20th to July 14th. We had decided not to try the project for too long a period of time the first year, since it was still in the experimental stage. At the end of the season we considered the camp successful in every way but numerically. We had about 150 registered at the camp for white girls, and about 300 at the Negro camp. These figures may be satisfactory enough for the first year of camp, but we did not reach the number of girls in the district who could have been interested. Of course we never had a hundred per cent attendance of the registration. Some girls attended each day through the entire time, some came frequently, and others came for weekly intervals spaced around family vacations and regular camping periods. Attendance at the white camp varied from sixty to one hundred per day, and 175 to 200 at the Negro camp.

The newspaper gave us good publicity, both in news stories and pictures. The radio stations scheduled several talks by prominent individuals, and also plugged the camp at frequent intervals with "spot announcements." By these means we were able to reach a large number of girls who were interested in our program.

The best indication of the success of the day camp came from the comments of the girls who attended and their parents. They said that they wished the camp could have continued

Just as a reminder! Copies of a booklet, *Day Camping*, by Maude L. Dryden, are available from the National Recreation Association at twenty-five cents.

for a month longer. Sweet music indeed to our ears! Because of their enthusiasm, next year we intend to plan the camp for a period of at least two months.

Madison's Day Camp

By DON CHRISTY
Boys' Program Director
Madison Y.M.C.A.

VACATION TIME is close upon us. In a few days thousands of boys and girls throughout this land of ours will be leaving the school rooms for the three summer months. What will they do? Have they been trained to use their leisure time wisely? Can dad afford to send Johnny to camp for even a one-week period, or must he spend his summer playing ball in the heavy trafficked streets of the city with one eye on the ball and the other on the approaching car?

The children from the well-to-do families have an opportunity to go to camp, or spend their time at a resort with Mom and Dad. Children from the "less chance" homes quite frequently can attend the "fresh air" or "sunshine camps" sponsored by social service organizations or service clubs. What about the boy and girl from the average home? Their parents cannot afford to send them away and the service organization seems to neglect them entirely.

In Madison, Wisconsin, the Y.M.C.A. is making it possible for every boy between the ages of nine and twelve to have an opportunity to have the benefit of a camp experience this summer, at a low cost, through the day camp program. The camp will be operated in Y.M.C.A. property on beautiful Lake Mendota just eleven miles from the heart of the city. There ninety boys each day may participate in a wholesome outdoor program under competent leadership. There they may live close to nature, enjoy a well-balanced camp program in a happy and healthful atmosphere.

Consider a typical day at Camp Wakanda, our day camp.

- 8:00- 8:30—Pick-up time. The boys are picked up in groups at their school playgrounds.
- 8:30- 9:00—En route to camp—singing as we go.
- 9:00- 9:30—Clean-up time. Cabins and grounds are cleaned by the boys.
- 9:30- 9:40—Flag raising—announcements.
- 9:40-10:15—Free play period (crafts, archery, campus games, etc.)

10:15-11:00—Organized activities by tribes (hikes, crafts, baseball, boating, etc.).

11:00-12:00—Swimming.

12:00- 1:00—Lunch period—songs—announcements.

1:00- 2:00—Rest period.

2:00- 3:00—Organized sports.

3:00- 3:45—Free play (crafts, games, archery, boating, fishing).

3:45- 4:30—Swimming.

4:30- 5:00—Dress—pack up.

5:00- 5:30—En route home.

The program is elastic enough to meet almost any situation that might arise. Several all-day indoor programs are prepared in advance for cold or rainy days. These programs might consist of indoor track meets, stories, stunt hours, progressive games, and the like. The "rainy day" programs proved so popular last year that many of the boys actually looked forward to a cold or rainy day so that they might participate in the indoor events. Breaks in the routine scheduled added zest and pep to the program.

Special events were conducted throughout the camping period to give variety to the program. Some of these are listed below.

Trip to Chicago—zoo and Big League baseball game. (Free tickets were secured.)

A day at Ringling Brothers circus.

Campers' Day—boys acted as counselors, instructors, and Camp Director.

Paul Bunyan Day.

Overnight camping every Friday night.

Canoe trips around the lakes.

The Olympics—sports events of all kinds.

Athletic contests of all kinds with nearby camps.

The boys are picked up in groups at their school playgrounds and taken to camp in an all-steel school bus which is well insured. The song leader keeps the boys busy singing the eleven miles to camp. Each boy is welcomed by a song as he boards the bus.

On arrival at camp, every camper goes to his cabin, makes up his bunk, and helps clean the cabin and grounds. At 9:30, the call is given for the flag raising, the tribe with the cleanest cabin and grounds have the honor of raising and lowering the flag for the day. The boys consider this a real honor and do their best to win it.

During the next period the boys may participate in a variety of activities. Archery, boating, fishing, horseshoes, and crafts and nature hikes prove the most popular. The boys are encouraged to participate in these activities as tribes and to vary their activities from day to day.

Eleven o'clock is swim time and all campers are carefully graded according to aquatic skill. Special areas are roped off for the swimmer as well as the non-swimmer. Each group is supervised by Red Cross life guards. Every precaution is taken to promote safety. Instruction is given to every boy during this morning swim and a carefully worked out system of testing is used to measure progress.

Youthful appetites soon dispose of the home-made lunches. The camp provides a pint of milk for each boy. After the lunches are devoured the remaining thirty minutes is used in the singing of camp songs and announcements regarding the afternoon program. At this time mock trials are also held to handle any disciplinary problems that can be handled by the boys themselves. Other problems are handled individually by the counselors or camp director.

After lunch the boys go to their cabins and rest upon their bunks. This is a good time for storytelling, quiz contests, and planning tribal activities. At first the boys objected to this forced rest period, but after a few days in camp they began to realize they could enjoy the afternoon program more fully when fortified by this after lunch rest.

From two o'clock to three organized sports comprised the program. Here inter-tribe contests of all kinds were held, and occasionally softball, tennis, and swimming contests were held with boys from nearby camps.

Free play followed the organized activities and again the boys had opportunity to choose from many activities.

The afternoon swimming period is as carefully supervised as the morning session. However, no instruction is given, and more water games and free play is permitted. Swimmers always check in and out of the water, by placing their names on the check board in the proper position. The "buddy system" of checking is also used, and several times during each swim period the whistle is blown and each boy holds his hand in the air with his buddy. This double check plus adequate supervision of the roped off swimming area practically guarantee against any serious accident.

Time has come now to pack up and get ready for the trip home. Each boy packs up his belongings, straightens up his bunk, and reports at the flag pole. The flag is lowered, roll is called, and we are off again for the city. The song leader starts off with a peppy song and the boys sing lustily until the last fellow is off the bus.

The Madison "Y" day camp differs from the ordinary day camp in several respects. We use our private grounds, lodge and cabins as headquarters. The cabins are not necessary but they do aid in the program. We also give the boys an opportunity to stay over night on Friday night if they so desire. The boys that want to go back to the city are taken home in private cars by a group of parents.

The camp is not run for profit. Charges are made only for actual cost of running the camp plus a small amount for maintenance and repairs. The fee is fifteen dollars for the entire six-week period, or sixty cents a day for shorter periods. This fee pays for transportation, leadership, maintenance, milk, and program supplies.

Success in the day camp program depends upon the extent of preparations made. A number of experiments and adjustments will be found necessary, but in general you must have pretty well in mind your objectives and just how you plan to achieve them.

Leadership is of prime importance. The counselors should be carefully selected and trained. This type of camping is not just a poor substitute for the regular camp, but rather a new pioneering summer program that can be of extreme value to the development of child life in your community. It is actually harder, in my estimation, to conduct a program of this type than to conduct a regular camp over the same period of time. If you are thinking of experimenting in this field, keep the following principles in mind:

Secure a suitable site. One that has safe, clean water for drinking and bathing, suitable playing fields, good play apparatus, sanitary facilities, a pavilion for shade and protection in inclement weather. The site should be accessible, but not too close to the city. It is important to have that "away from home" atmosphere. It should give the appearance of being wild and natural.

Secure safe transportation. Use all-steel busses rather than trucks. They may cost more, but the liability risk is less. Make certain you have adequate insurance. Use good drivers and drive as cautiously as possible. Start early so it is not necessary to speed to your destination.

Secure good leadership. Train your counselors so that they can contribute something worth while to the campers. Have one counselor for at least ten campers.

Make safety one of your main objectives. Have a nurse or doctor available on short notice. Watch out for natural hazards. Snakes, poison ivy, rough waters, and swamps are dangerous. You can avoid many accidents by close supervision. Have first aid equipment available at all times. It is wise to have each camper examined by a physician before he enters camp.

There is a great need for a continued well-integrated program of education throughout the year. A child's education does not end when school closes in the spring. There is need for a well-planned educational and recreational program during the summer months. The day camp should offer a well-integrated program of science, wood craft, nature study, skill acquirement and body development in the best of nature's surroundings. Camping is definitely a necessary supplement to the life of the city boy if he is to enjoy the fullness of life.

The day camp can make a great contribution to the goal of a well-balanced educational program when properly conducted by competent trained directors.

Nature Camps and Problems

By CHARLES A. HOUSE

FOR MANY YEARS the secrets of nature were concealed from the eyes of our youth. Hazards of various kinds stood in the way, and lack of inspiration on the part of leaders resulted in years of wasted time. Today many of these old obstacles have been removed and day camps, long recognized as valuable, are being enjoyed. It is still true, however, that there are many problems to be solved, and it is with a few of these that this discussion is concerned.

Some of the Problems

One of the first problems in the organization of a nature camp is that of transportation. It is unfortunately true that the majority of good sites for a camp are far removed from accessible points. The desirable big woods are usually outside the city limits. Where this is the case, there is an even more unfortunate fact to be reckoned with. Readily

"Children will not tire of watching tiny miracles unfold, nor will they be bored by a meaningful drama stocked with every artifice known to the theater and with many that are not. It is a true saying that 'all the world's a stage,' and it is equally true to say that a good nature leader supplies the ticket of admission to the 'greatest show on earth!'"

accessible woods are all too often hopelessly vandalized. Birds have long since been frightened away; flowers have been picked indiscriminately; trees have been girdled and hacked by hatchet-wielding brethren, and other acts of vandalism have been performed. As a result, the distant fields are more desirable, and the transporting of lively children to these spots is a problem.

The Recreation Department of the Milwaukee, Wisconsin, School Board, has been fortunate in its solution of this problem. Since Milwaukee can boast of three nature camps it is possible for each playground in the city to offer its children at least one trip to a camp during the summer. Each playground for this purpose is an "A" playground, a "B" playground, or a "C" playground. The children from the "A" playground pay ten cents and assemble at their ground at 8:00 A. M. A bus chartered from the local transport company picks them up and delivers them within a half hour to the camp. This bus then goes directly to the "B" playground where the children have assembled, pay their ten cents, and are ready to leave at 9:00 o'clock. The children are taken to another day camp, arriving between 9:00 and 9:30. The bus then goes to the "C" playground, picking up the children who have been ready to leave before 10:00 o'clock and taking them to the third or last day camp.

The return home is accomplished in much the same way. The "A" group is met by the bus at 4:00 o'clock; the "B" group at 5:00 o'clock at the latest; and the "C" group at 6:00 o'clock. The ten cent fee paid by the children helps defray the otherwise prohibitive cost of transportation and of the bottle of milk given each child at dinner time.

A "chaperone" rides to and from the camp with the group and spends the entire day with the children. She is of tremendous help to the naturalist in charge of the camp, who meets the children as they arrive.

A second problem concerns the actual dissemination of information of nature lore. The amount of information to be given a group is a question depending entirely upon the qualifications of the naturalist. In past years many tours through beautiful woods were conducted by guides with unseeing eyes. Good naturalists

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Pageantry on the Playground

SOME PEOPLE feel that there can be nothing new in the way of a pageant; the old ideas have been worked and reworked so many times they have gone stale. Still others are firmly convinced that original productions are bound to be amateurish and not worth the time and training. Many, however, believe that children's pageants on the playgrounds can be original, unusual, effective—and the pageants produced by these individuals prove their belief. The stories provide interesting continuity, and are effective in showing summer playground activities. The pageants emerge as entertainment combined with a demonstration of what children have been doing on the playgrounds.

That others may learn of these interesting pageants and how they were produced, here are the stories of a few of the pageants given on last summer's playgrounds.

Historical Pageants

One type of pageant which can be produced on the playground centers about the historical background of the community, a phase of national history, or an important contemporary event.

Panorama of Nebraska

For example, Lincoln, Nebraska, determined to reproduce the history of the state of Nebraska from prehistoric to modern times for the finale of the playground season in that community.

Story. Huge reptiles were presented against dense tropical vegetation, enhanced by blue lighting effects, to portray the prehistoric period. The next scene was an Indian village and the arrival of the Spanish Coronado. Then came an episode showing the pioneer period, including the entrance of Lewis and Clark into the territory, followed by trappers, the pony express, cattlemen, and stage coaches. The cast then pictured the era of sod houses, homesteaders and the coming of the railroad. After this came a dance of various nationalities which settled in Nebraska, showing folk dances and flags of many nations. The impressive concluding words of the narrator were:

The pageants outlined here represent only a few examples and cover merely two types of playground pageants, but they may serve to provide ideas for some community. The National Recreation Association will be glad to receive details of other pageants given on playgrounds so that these experiences in writing and production may be shared through the medium of the magazine or the bulletin service.

"The arts, the colorful costumes, the visions—the very blood of all these people have been fused together here on the prairies. Though our forefathers came from the forests of central Europe, from Merrie England, from the fjords of Scandinavia, the sunlit shores of Italy, the steppes of Russia, the mountains of Mexico, or the depths of Asia—today, tonight, we are all Nebraskans."

The grand finale was the singing of "My Nebraska" by the cast against a background of a miniature capitol bathed in white light.

Backstage Notes. More than 3,000 persons entered into the production of this panorama: children, directors and leaders from the Lincoln playgrounds; adult aides and actors from clubs, business organizations, the Chamber of Commerce, schools and colleges. The script writers consulted the Superintendent of the State Historical Society for accuracy in historical details. The stage in Pioneer Park, where the pageant was given, was lighted by eighteen 1,500 watt floodlights, taken temporarily from the community baseball diamonds.

Royalty Visits Springfield.

Springfield, Massachusetts, built a pageant about the general interest in the visit of the King and Queen of England. All playground special day acts were combined as though they were arranged in honor of the King and Queen. Their Royal Majesties in this case were the King and Queen of the Springfield Playgrounds.

Story. The pageant began with the embarking of the King and Queen on the cruiser-stage. The rest of the program followed as entertainment planned for the King and Queen while on board. To represent passage of time, the ship's bell rang at intervals, the watch was changed, taps were sounded. A comedy scene centered about a mop brigade scrubbing the decks to the tune of "Nola." Inspection came in the form of a military tap dance, and Training Period was represented by tumblers and fencers performing to music. Recreation Hour brought the stewards and stewardesses together in a tap dance. After an informal

sing, a pantomime ballad, "The Arkansas Traveler," and an eccentric dance by Raggedy Anne and Andy, the Recreation Hour ended with a grand promenade.

Next pirates came aboard, took possession of the ship, and did a dance. After the sailors regained control, there followed a hornpipe, ballroom sequence, Virginia reel, and a stately minuet. The pageant ended as the watch reported "Land O" and the ship arrived at dock in a closing chorus of "God Bless America."

Backstage Notes. The stage was a ship, 125 feet long, built by placing four grandstands and several other platforms together. The front of the boat was painted an aluminum grey and lettered in black. Flags were strung from the top of the 45-foot mast to the bow and stern. A movable gangplank connected the field and the boat; it was removed by a ground crew immediately after the opening scenes. Runways served as entrances and exits for the various acts. A chorus of 125 persons, seated on the bleachers in the stern, carried the theme of the pageant with their songs; two Federal Orchestra Units from the WPA Music Project supplied the music from their position on the stage. A Log Book, four feet high and three feet wide, was made on one city playground by the children. Two sailors turned the pages, and the book illustrated each act and served as a means of announcing the numbers. Aside from the calls by the sailors on watch, there was no speaking of lines in the pageant. The flags, the ship's bells and whistles served to give a gala setting for the royal program. Over 550 children participated.

Fantasy and Fairy Tales

Fantasy and fairy tales provide a theme for a charming pageant, one which the children really will enjoy producing.

Underseas Ballet

Oak Park, Illinois, presented a whimsical pantomime which included dances by snails, lantern fish, frogs, tadpoles, and seahorses in an "under-water" pageant.

Story. The setting was an enchanted garden under the sea where lived the Queen and the Mermaids who had stolen the memory of Robin, a little boy lost under the seas. Inky, the Octopus, brought Robin a playmate (Susan) from above the ocean to console him. Susan persuaded him to try to escape, and they went in search of Robin's memory, for without it he could not re-

member how to swim. They visited the Sea Witch's Grotto, and the Sea Witch finally told them that Robin's memory was hidden in a shell guarded by the Shell Maidens. They found it, and with Inky's help they escaped from the Queen and the Mermaids.

Rip Van Winkle

Kenosha, Wisconsin, gave the story of Rip Van Winkle an interesting twist in its production on Kenosha playgrounds.

Story. The story of Rip Van Winkle's unfortunate sleep was faithfully portrayed in a play-pageant. Van Winkle was characterized as a man who loved to teach children games. When he returned from his adventure, he told the children:

"While I was asleep on the mountain top, I had the most wonderful dream! I dreamt that in every town, every hamlet over this land . . . even in the country, playgrounds would be laid out for the children, and there would be leaders everywhere to show them how to play wisely and well. I dreamt in particular of one playground—way out West where the Indians are now roaming—and this is how it looked to me. . . ."

After this speech, the lights on the background faded, and in the foreground the children from various playgrounds danced, sang, did stunts, and played games to demonstrate how the playground program is carried on in Kenosha.

The Woman in a Shoe

Cleveland, Ohio, used a nursery rhyme to show community playground activities and the two speaking characters—the Playground Leader and the Old Woman Who Lived in a Shoe—told the story in verse.

Story. The Playground Leader acted as master of ceremonies and introduced the pageant. He explained that he happened past the Shoe in which the Old Woman in a Shoe lived. She was distraught because the children were mischievous and wouldn't behave. She said:

"They simply won't behave at all,

They won't go to bed, nor come when I call.

This happens regularly every day. . . ."

The Leader advised: "My dear lady, what they need is *organized play*."

Then the Leader gathered the children together for singing games, folk dancing, line games, and active games. He demonstrated playground activities by calling out groups of children for tap dancing, a jug band, and choric speaking. The Old Woman was delighted with the Playground Leader's suggestions, and the pageant ended as the children assembled for a grand finale and closing song.

The Kidnapped Captain

The pageant presented in York, Pennsylvania, is reminiscent of a Gilbert and Sullivan operetta told in verse and mixed up with a modern comic strip character.

Story. Captain Sour Puss of the Ship Smile-No-More would "have no nonsense." After he stopped the crew from dancing and put them to work, Popeye entered and persuaded the crew to "kidnap the Captain" and elect him commander of the ship. The crew clapped the Captain in a pickle barrel. Popeye suggested that they take "a trip to the good old U.S.A. just to see how folks live and play the American way." He reviewed the story of "how us Americans learned to get so much fun out of life." In this way Indian dances and games, pioneer dances, a cowboy comedy rodeo, a parade of 1890 bathing beauties, a cycling parade, and a mock baseball game were brought on the stage.

The Captain decided to reform; he rechristened the ship "Smile-Some-More," and the pageant ended with a playground theme song written by a junior high school boy.

Backstage Notes. The stage represented a sailing vessel, constructed so it could be rocked up and down by pulling a string. The effect was bizarre for the part of the ship below water line was painted to show strange fish, mermaids, an octopus or two, and seaweed.

Claire and the Nutcracker

Oppenheimer Playground in Sunbury, Pennsylvania, produced an unusual pageant written around the brief story and interesting music of the Nutcracker Suite by Tchaikovsky.

Story. The sequence was related by a mother who sat with a group of children at the front of the stage. To the original story, which involved only the grandmother, little Claire, and the nutcracker who became a prince, were added many other characters. Claire, a maid of Brittany, received the nutcracker from her grandmother for a Christmas present. During the night the Mouse King and his followers battled with the lead soldiers which had prevented them from raiding the kitchen. The mice were routed when Claire threw her slipper at the King. The nutcracker turned into a prince, for he had been cast under a spell by the Mouse King, to be released only by his death. Claire and the Prince went to the kingdom of Queen Flora (the prince's mother), but misfortune overtook them. While the Sugar Plum

Fairy entertained them with a dance, two black mice kidnapped Claire. The rest of the story concerned the Prince's search for Claire in the lands of Siberia, Araby, and China. The pageant concluded with their reunion and the appearance of Queen Flora, who welcomed Claire into her kingdom.

Backstage Notes. The shift from narrator to play was accomplished by a blackout. The stage was built at one end of a tennis court, with four platforms arranged at different levels—two on each side, forming a wide V with a smaller platform at the apex. By this arrangement, the action could be shifted rapidly from one part of the stage to another. A blue cyclorama was used as a backdrop. The scenery was constructed by both young and older boys in the wood-working department. The problem of costumes was easily solved. Some young teen age girls showed an interest in sewing, so they rented a sewing machine, organized into groups, and assisted the younger children in making costumes for the pageant.

The original decision to center a pageant about the Nutcracker Suite resulted from a desire to stimulate a greater interest in good music. The children became so interested in listening to the music long before actual rehearsal began that it was necessary to buy a duplicate set of recordings.

A Storytelling Festival in Salt Lake City

Each summer for the past twenty years there has been a storytelling festival in Salt Lake City, and it is an annual feature eagerly awaited by children throughout the city.

The 1939 festival was held the middle of July at sunset on the large center lawn at Liberty Park, the city's largest park. Here is the picture the visitor sees which is typical of the setting and action characterizing the festival each year.

Twenty-five storytellers dressed in costume are seated around the four sides of the large broad lawn. Each tells a different type of story. A large banner made of cambric and painted announces the type of story to be told. For fairy tales, for example, there is a picture of a fairy and underneath it the word "fairy."

The children come from all parts of the city with their parents, and it is a thrilling sight to see the thousands of people flocking from all directions through the park to the center lawn. On arrival, the children select the type of story they wish to hear and join this group, sitting on the

lawn in front of the storyteller, listening with rapt attention to the story.

The festival starts promptly at seven o'clock and lasts an hour. A bugle announces the beginning of the festival, and every ten minutes the bugle is blown to tell the listeners that it is time for them to move to another story group. This procedure continues during the entire hour.

At eight o'clock a story suitable for adults and of interest to all is told. Since the entire group assembles for this, loud speakers are necessary and a platform high enough to make it possible for all to see. During the past two years the Recreation Department staged a puppet show instead of telling adult stories.

A great variety of stories are told—Indian, pioneer, western, jungle tales, fairy tales, Arabian Nights, Peter Rabbit, sea stories, Irish and Chinese folk tales, and many others. The entire gamut of children's interests is represented in the stories selected. The Recreation Department checks on the stories in order to avoid duplication.

The storytellers are the best available, and school teachers and playground leaders are invited to tell the stories. After twenty years along list of storytellers has been built up.

No one, of course, can hear all of the stories, but with such a wide variety told there is something of interest to every child—to boys, girls, and older children. Parents, too, seem to get as much enjoyment from listening to the stories as they do from watching the pleasure of the children.

The Recreation Department provides the costumes, the banners, and the stories for the storytellers, and is in charge of all of the details of this delightful festival in which 3,000 children take part.

Philadelphia's Festival Projects

For the past four years the Playground and Recreation Association of Philadelphia has closed its summer season with a festival depicting the settlement of Philadelphia, chronologically shown. Last summer the festival, called "Play Marches On," was a review of cultural and athletic recreation during the hundred year period. All the costumes and properties were made by the children on the individual playgrounds, and an exhibit of them was held on each playground prior to the festival. Seven playgrounds and tot lots took part in the festival.

Before the final presentation in the open air theater at Pastorious Park on August 23rd each

playground put on its episode for the neighborhood in which it was situated. Because of the fact that baseball was celebrating its one hundredth anniversary last year, of particular interest was a baseball game at Friends Select Playground in which the players were costumed in the period of a hundred years ago and the present, the team from Quaker Playground representing the modern group and Friends Select Playground, the first one organized. This episode proved a highly entertaining one and one which newspaper photographers found of special interest.

On August 23rd the following program was given under the direction of Elizabeth H. Hanley:

Part One—Folk Festival

Songs—Dances—Playlets

Procession and Entrance

Salutation Song—God Bless America

1. Ridgeway Playground

Indian Games and Dances; Italian Dance—"Tarantelle"; American Dance—"Southern Melodies"

2. Ethical Culture Tot Lot

Punch and Judy Skit; Bohemian Dance—"Strasak"; Slavic Dance; Polish Dance—"Crocovaca"; Scotch Dance—Highland Fling

3. Blankenburg Tot Lot

Virginia Reel; Mountain March

4. Quaker Playground

Three Finnish Dances: "Runtiben," "Štigare," "Schottiche"

5. Kensington Tot Lot

Singing Bee: "Cape Cod Chantey" (then); "Let's Sing Again" (now). Dances: Old French Quadrille; Morris Jig—"Greensleeves"; American Square Dance; Swedish Folk Dance; Windmills; Les Chanx, French Singing Games

6. Elinore Tot Lot

Irish Dance; German Dance; England Singing Game; Solo—Polish Polka

7. Friends Select Playground

Danish Dance of Greeting; Robin Hood Play

Part Two—Sports and Games

Friends Select Playground

Then: Boxing; Wrestling; Bowling; Baseball

Quaker Playground

Now: Boxing, Wrestling; Baseball

Blankenburg Tot Lot

Now: Boxing

Ethical Culture Tot Lot

Now: Boxing; Wrestling

Part Three—Finale

Elinore Kohn Tot Lot

Play of St. George and the Dragon

Kensington Tot Lot

Pantomime—Pierrette and Pierrot

Recessional March

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A Tribute Through Play

ONE DAY next summer, July 26th, parents and children will gather at the nation's playgrounds to pay tribute to a man who built his life about one theme: children must have a place to play. They honor Joseph Lee, who could say modestly (even as he viewed the growth of playgrounds in the quarter century in which he spread his philosophy of play as a leader in the recreation movement): "I didn't start playgrounds. . . . I was surprised to find that they were not used, and I worked to secure leadership for them." That others did not esteem his service so lightly was shown during his lifetime and also in the immediate response to the establishment of National Joseph Lee Day two years ago.

General public recognition of Joseph Lee's contribution to American life is increasing steadily. The most striking evidence of this is an article "Godfather of Play" from the *Christian Science Monitor* which appeared in *Reader's Digest* in January 1940. The article, excellently written, received unusually wide recognition. In addition, a radio address by Dr. Frank Kingdon, President of Newark College, had a wide hearing over station WOR and the Mutual Broadcasting System.

The celebration of Joseph Lee Day last year proved one of the great days on the playgrounds. Observances varied from simple stories to elaborate pageants. Salt Lake City, Utah, conducted special services on its playgrounds and depicted the life of Joseph Lee by pageant and play. The girls of Elmwood Park in East Orange, New Jersey, presented a pageant of playgrounds as they used to be and playgrounds as they are today. York, Pennsylvania, had a traveling storyteller who took a story play to each play area. Lafayette, Louisiana, concluded the day with a demonstration of playground activities at the community center. Mt. Vernon, New York, conducted a play day, and the participating children came from Yonkers, New Rochelle, White Plains, Port Chester, and other communities of the county.

One of the most unique observances was held by the Union County, New Jersey, Park Commission. During the day there were pageants, plays, and storytelling based on the life of Joseph

For the past two years the playgrounds of America have observed Joseph Lee Day. This year July 26th has been designated as the day on which the memory of the "Godfather of Play" will be honored in cities large and small.

Lee which were "most impressive and of a real character-building nature." As a climax 485 children simultaneously released colored balloons from the playgrounds. Each of the 485 balloons carried a return postcard containing the name of the

child, the object of the celebration, and space for the name of the finder, the date, and the location in which the balloon fell. Seventy-two balloons were returned to playgrounds, some carrying friendly messages to the children and the department. The longest flight was 71.5 miles.

The Lions Club sponsored the balloon flight and supplied the gas with which playground workers filled the balloons. Each child paid three cents for balloon and postcard.

This simple but striking activity can be duplicated on almost any playground.* Movie news photographers will probably be interested in taking pictures of the display, and the balloons themselves will carry the message of Joseph Lee Day far beyond the city or county limits.

From these scattered examples can be drawn a picture of the celebration from coast to coast in hundreds of cities. Letters from recreation executives and their recent annual reports describe in enthusiastic terms some of the experiences of the day and their plans for this year's commemoration.

Los Angeles voted early in the year to observe Joseph Lee Day and Recreation Week, and plans are now under way.

Mr. Alfred O. Anderson, Director of Physical Education and Recreation in the St. Louis Schools, states: "For the past two years we have celebrated Joseph Lee Day on all of our seventy playgrounds and as far as we are concerned it has become a fixture. It is the only program during the summer to which we invite some outstanding speaker from the community to speak to the group on the playground. It has meant that the playgrounds have gotten some fine publicity and it has meant that some of our leading citizens have had a close-up view of what happens around the playgrounds. . . . You may count on St. Louis to give extensive

* Details are available from the National Recreation Association or the Union County, New Jersey, Park Commission.

cooperation in the observance of Joseph Lee Day."

Josephine D. Randall, Superintendent of Recreation in San Francisco, writes of Joseph Lee Day in that city: "Major activities for the coming year will center in the stadium adjoining the recreation building on Treasure Island. Last year almost one thousand representatives from San Francisco's various playgrounds participated in games and folk dances that Joseph Lee enjoyed. It was an inspiring and fitting observance. Since this is the last time we shall have an opportunity to observe the day on Treasure Island our committee wishes to duplicate last year's activities there."

Tentative plans for the celebration in San Francisco also include radio talks over local stations, memorial windows in department stores, posters at playgrounds and recreation centers, and individual playground observances. The Recreation Commission will publish a memorial issue of the *Recreation Bulletin*, which has a circulation of over 1,450 copies. Arrangements are being made to dedicate the Sunday symphony concert scheduled for July 28th to the memory of Joseph Lee.

Suggestions for Joseph Lee Day

Those communities which have made no definite plans for the celebration of National Joseph Lee Day on their playgrounds will find the following activity suggestions helpful.

Exercises

A community night dedicated to Mr. Lee, demonstrating activities that he liked—folk dances, games, and songs. There could be a brief tribute to him and a talk on the development of local recreation.

Exercises at the naming of playgrounds or other facilities for Mr. Lee.

Special exercises on the playgrounds.

Exhibits

Framed tributes to Mr. Lee.

Material by and about Joseph Lee and community recreation in libraries before and during the day of the celebration.

Model of first playground built in local community.

Photographs of Mr. Lee displayed in offices, community centers, and schools.

Festivals

Favorite games, songs, drama, folk dances, and sports of Mr. Lee. (See helps available.)

Pageants and Plays

Fashion show displaying sports costumes of earlier days in contrast to those of today.

Pageants depicting steps in the playground movement or in Mr. Lee's life.

Playlets or skits featuring episodes in Mr. Lee's life—such as his starting Columbus Avenue Playground in Boston because he felt that children were being "arrested for living."

Story hour on playground or in library devoted to Joseph Lee.

Playground Activities

Essays about local playground needs.

Essays or poems about Mr. Lee.

Model of first playground of community.

Poster contest on Joseph Lee Day.

Projects, possibly competitions, in painting or drawing objects or scenes on the playground or in the center.

Permanent Memorial

The greatest tribute to the father of the playground movement is a permanent memorial to him in every community—some play or recreation area named for Joseph Lee. Take up this suggestion early with the proper authorities.

Possible dedicatory areas and structures:

Auditoriums, gymnasiums, etc., in fieldhouses and community centers	Park Gardens Playfields Playgrounds
Beaches	Public Schools
Community Centers	Swimming Pools
Fieldhouses	Tot-Lots
Golf Courses	Trees
Parks	Wading Pools

Publicity

Plan the publicity for three periods—the build-up, the day itself, and the follow-up. Types of publicity are given below.

Handbill or mimeographed statement about Joseph Lee Day for children to take home. In addition to relating plans for the day, it should explain who Joseph Lee was and why the day is set aside in his honor.

Newspaper features, editorials and straight news stories about the local celebrations, incorporating data about Mr. Lee and the recreation movement. The occasion may be used to review the progress of local recreation.

Pictures of commemorative exercises.

Pictures of laymen who have served the local recreation movement.

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Doing It the Joseph Lee Way

By SUSAN LEE

IN LOOKING OVER the material for Joseph Lee Day and thinking over the various plans which are being made, I have tried to keep in mind what my father would have liked to see, himself, and what ceremonies seem to best express him and his philosophy.

I think a simple, spontaneous, local expression of play, in its various manifestations, is the best kind of material. That activities and ceremonies should be real and first-hand, from the point of view of the children taking part, seems to me of first importance, and as a corollary to this, that each community should work out its own program so that it expresses that particular group or locality, and not somebody else's conception—a vital point, both from the point of view of the creative, or play spirit and that of democracy. The songs and dances, plays and pageants should have joy, simplicity, and beauty for both participants and onlookers. Anything which is forced, or artificial, or secondary should be avoided. One of my father's characteristic sayings, used with another connotation, but equally applicable here, was, "Don't tie on the flowers, water the plant."

As to the more personal and direct memorial aspect, my father believed in the value of symbolism, of making our national heroes and ideals visible, although he would have declined the hero role for himself. But even here, it was the spiritual and true value behind the man or the ideal which seemed to him important, as witness the pageants put on by Community Service on Boston Common, for the Fourth of July which sometimes had no direct connection with the Declaration of Independence. He always went, although he was never living in town at that time, and in these pageants took the keenest pleasure and delight, rejoicing in the beauty of the setting, with the lights reflected in the brimming Frog Pond. Perhaps in this connection it is only fair to state that I think he believed, also, in the more direct form of civic ceremony, provided it avoided what he called "eagle screaming" and "123½ per cent Americanism."

My father loved and believed in parties and "occa-

sions." In our own family we celebrated all the festal days and holidays, or most of them. May Day, important in *his* youth, was one of them, when rising at six we crept downstairs to decorate the family breakfast table with fruit boughs and early violets, and hang May-baskets on neighboring door bells. On Washington's birthday we stood in line to shake hands with the Governor in the Hall of Flags at the State House. On Decoration Day, as Memorial Day was always called in our Boston childhood, we watched the G.A.R. decorate the Soldiers' Monument on the Common (when we were older following them to the services in Tremont Temple where the Gettysburg address was read) and laid our own bunches of buttercups and daisies on the St. Guaden's monument of Robert Gould Shawn leading the First Colored Regiment. Decoration Day meant much to my father, who remembered as a small child having black bows pinned on his shoulders on the day Lincoln was shot.

One year we went to Concord on the 19th of April to see "the rude bridge that arched the flood" and remember "the shot heard round the world." And the red letter day of the year, almost more exciting than Christmas, was Thanksgiving Day, when we all gathered, our family clan of one hundred or more, at the house of a great-aunt, and old and young played games, the same rollicking, breath-taking games they had played from time immemorial, when my father was a boy, climaxed by Going to Jerusalem, a special family brand of that well-known trip, which consisted in going all over the house, from attic to cellar, in a long "snail" led by an old gentleman with white side-whiskers, and a cane, who had been the leader for fifty years or so, shrieking as we whizzed through the long dim corridors, skidded around the corners, and ran down the steep kitchen stairs—when the line had broken—to catch

up to the line in front, and finally emerging in the great hall where we joined hands and danced around in one huge circle. In between whiles, there were birthdays, and Sunday picnics, and singing

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Miss Lee, a member of the Board of Directors of the National Recreation Association, shares with us these memories of her father in the hope that they may contribute something of Mr. Lee's spirit and philosophy to the planning of the programs for Joseph Lee Day.

An "All-Purpose" Dance Costume

THE RECREATION DEPARTMENT of the Memphis Park Commission embraces in its year round program weekly, or bi-weekly dancing classes for girls of all ages. These classes are held on the playgrounds during the summer season. In the fall, winter and spring, the classes are held at the various community centers, and in playground neighborhoods where no community center is available, the school facilities are used for after school recreation.

A feature of these dancing classes is the "all-purpose" dancing costume, the chief assets of which are color and price. Color is placed first, as the distinct turquoise blue shade not only makes the costume different from the usual pinks and blues, and identifies every wearer as a member of the recreation dancing class, but it blends nicely with both interior and exterior scenes. The price of the costume is under fifty cents.

The material is a fast broadcloth, which a neighborhood store in each community is glad to handle, obtaining their stock from a Memphis wholesale house, which, in turn, makes a special order of the lovely blue shade of broadcloth for the Recreation Department. The material retails for about fifteen cents a yard, and two or three

yards are sufficient for a costume. The pattern is simple—a fitted bodice with square neck and short puffed sleeves, a circular skirt eight inches above the knee, and matching bloomers.

A mimeographed letter, with pictures of the costume, a sample of the material, and directions for making, is given each child. In addition a newspaper pattern is supplied on request. This pattern, in sizes 6, 8, 10, 12, 14, 16 years, is sent out from the Recreation Office to each community center director who issues it to the mother of the children, either as a loan or as a pattern base from which the mother cuts her own pattern, or material, in the center.

The costume is worn by the children in their regular afternoon dancing classes. It has the added advantages of being entirely presentable on the street or playground, thus enabling the child to dress at home and avoid making a change in the crowded community center dressing rooms. In addition to improving the appearance of the class, its psychological value is evident. The children feel the added prestige of a uniform dancing class and strive for perfection in their dances and exercises.

(Continued on page 124)



The picture at the left shows a little girl of Memphis attired in one of the "all-purpose" dance costumes designed by the Recreation Department. The same young lady appears at the right dressed in the same costume, but now a sash, a cap with skull and bones, and a pair of boots have completely changed the simple costume, and it is the dashing ensemble of a pirate bold! It may, with equal ease, become an Indian costume.



That July Party!

Perhaps you have never thought of July as a party month. If this is the case, you will be surprised to learn of its possibilities.

By LISBETH HIBARGER
Normal, Illinois

JULY IS A jolly month for parties with so many possibilities: July Fourth, Dominion (of Canada) Day, Pied Piper Fun, Scrambled Birthdays, Nature Lovers' Fiesta, and Favorite Games. Why not try a little of each?

Choose the loveliest, shadiest spot you can find outdoors, and plan for games that will not require too much effort, for the weather is liable to be hot. Ask each guest to be ready on call to direct the playing of a favorite game.

Some Appropriate Games

When your friends arrive, pass a tray of leaves cut from green and white paper. Use a real oak, tulip, or maple leaf for a pattern and number each color alike from one to the number of half your guests. When all leaves have been drawn, ask whites and greens to work in pairs on contests as you announce them.

Patriotic Contest—The Battle of Yorktown. Announce that the last battle of the Revolutionary War is now to be fought. Pass each guest four paper sacks graduated in size: quarter-pound, half, one, and two-pound. Call two or three couples at a time, depending on the size of your group. They are to stand in pairs, blow and burst the sacks in the order of size, beginning with the smallest. Give them two minutes. All pairs that succeed in bursting all sacks in order within time limit may mark score on leaf: A-8. A couple that blows only five sacks will score A-5, and so on.

Dominion Day. Announce: "Canada was born July 1, 1867. We are about to celebrate the birthday of our great neighbor. Players will please sit in circle. Green 1 beside White 1, and so on." Pass pencils, sheet of paper, and shingle or chip-board for paper rest. Give time limit for answering the following:

1. Which is older, Canada or the United States?
2. Exactly how much older?
3. Which is larger, Canada or the United States?
4. What is the name of Canada's flag?

5. What is the capital city of the Dominion?

6. What is the largest city?

7. What large river belongs to both countries?

8. What grain makes Canada famous?

9. What two languages are spoken chiefly?

10. For what clothing product is Canada famous?

Answers for your checking: 1. United States. 2. 90 years, 11 months, 27 days. 3. Canada if we do not count Alaska. 4. The Union Jack. 5. Ottawa. 6. Montreal. 7. St. Lawrence. 8. Wheat. 9. English and French. 10. Fur.

The score is marked B-10 if all are correct. The first three to finish are given honor ranks. For example, if a couple finishes first with eight right, the score is B-8-1.

Pied Piper Fun. On July 22, 1376, we are told, the Pied Piper drove all the rats from Hamelin Town in Brunswick. Then, because the mayor and the councilmen went back on their promise, he piped another tune which led all the children but one little lame boy away beyond the hills where they were never seen again. You or some friend who reads well and plays a flue, harmonica, or other mouth instrument may read or tell Browning's story of the Pied Piper. Then let your players, hand in hand, line up and follow the piper who performs funny antics as he leads them about. All who are caught failing to do as he does are called and must drop out. Every couple left at the end of a timed march scores C-10. The Piper should change actions often and make it difficult to follow. The host may appoint judges and give them the score for their service. If the Piper can wear a hat with a tall feather, it will add to the fun.

Poppy Fun. Some say that the poppy is July's flower, others, the water lily. Pass papers, and announce a designated amount of time to see which pair can write the most words beginning with *pop*: as, popeye, population, popular. When time is up have the longest list read. Give honor ratings. If Pair No. 3 had longest list, 20 words, the score is D-20-1. If the next highest is 16, the score is D-16-2.

Scrambled Birthdays. Many famous people were born in July. The name in the first column is followed by the reason for fame which is numbered in the second column. But the numbers with careers are badly scrambled. Rembrandt was not President of United States; he was a Dutch painter. See who can put the proper career number in front of the name, as 4a, Rembrandt.

- | | |
|----------------------------|------------------------------|
| a. Rembrandt | 1. President U. S. |
| b. Elias Howe | 2. Novelist |
| c. Sir Joshua Reynolds.... | 3. Folk-song writer |
| d. David Farragut | 4. Dutch painter |
| e. John Paul Jones..... | 5. Naturalist |
| f. John D. Rockefeller.... | 6. Roman general |
| g. Nathaniel Hawthorne... | 7. Oil king |
| h. Isaac Watts | 8. Auto manufacturer |
| i. Calvin Coolidge | 9. Hymn writer |
| j. Henry Ford | 10. Dutch ruler |
| k. Simon Bolivar | 11. Sea captain |
| l. Jean Baptist Corot..... | 12. Landscape painter |
| m. Henry David Thoreau... | 13. American admiral |
| n. Julius Caesar | 14. Inventor, sewing machine |
| o. Stephen F. Foster | 15. South American patriot |
| p. Wilhelmina | 16. English painter |

Answers: 4a. 14b. 16c. 13d. 11e. 7f. 2g. 9h. 1i. 8j. 15k. 12l. 5m. 6n. 3o. 10p.

Score: number right and honor point, as E-14-1, means first through with 14 out of 16 right.

Mother Nature Quiz. Read the question. Those who answer with *one* correct word score. Pairs take turns beginning with 1 and forfeit chance to try again in case of failing until questions have gone the rounds. Pair must stand together to answer while others sit.

- | | |
|--|-------------------|
| 1. The flower that gives opium | (Poppy) |
| 2. A bird that rules and angles | (Kingfisher) |
| 3. A berry that names a fowl | (Gooseberry) |
| 4. A nut that is found in a dairy | (Butternut) |
| 5. A tree good for all kinds of weather | (Umbrella) |
| 6. The flower for tea time | (Four o'clock) |
| 7. A berry that names a race | (Blackberry) |
| 8. The tree that is good for chewing | (Sweet gum) |
| 9. A tree that is neat and trim | (Spruce) |
| 10. A wild flower that names a month and a blossom | (Mayflower) |
| 11. A flower that names two girls | (Rosemary) |
| 12. A water plant that means not sour and a patriotic emblem | (Sweet flag) |
| 13. The mathematical tree | (Plane tree) |
| 14. A plant that is part of the eye | (Iris) |
| 15. An evergreen that names part of dress and part of door | (Hemlock) |
| 16. A tree that names a state and a beverage | (Kentucky coffee) |
| 17. A vine that contradicts itself | (Bittersweet) |
| 18. A bird that names a color and a letter | (Blue Jay) |

- | | |
|---|-----------------|
| 19. A flower that is part of a wedding outfit | (Bridal Wreath) |
| 20. An herb that names a small coin and is kingly | (Pennyroyal) |

Each correct answer rates two points. A couple with three right scores F-6. If you prefer, hand out this list written or typed for all and score as in B. Now have players add scores, each sign name, and write his favorite game on leaf under name. Collect and have committee check while refreshments are served.

Refreshments

Serve angel food or other white cake with vanilla ice cream on blue plates with red mints and loganberry punch. Use patriotic motif in napkins.

After serving, present favors to winners (you will have fun selecting favors at the Five and Dime): 1. Picture showing summer scene or copy from July artist. 2. Box of firecrackers. 3. Chocolate rat. 4. Booby prize to lowest score — fancy balloon to be launched at once. 5. Consolation prize—candy corn or small mints to all.

Announce leader who directs the favorite game as time allows. You might close with a song-fest.

Planting a Garden. In another interesting guessing game similar to the Mother Nature Quiz previously described, the leader prefaces each of the following with the query: "I planted a What came up?" In each instance the answer must be the name of a plant or flower.

- | | |
|--|------------------------|
| 1. An angry wise man | (Sage) |
| 2. Cupid's arrow | (Bleeding Heart) |
| 3. Days, months, and years | (Tyme) |
| 4. Christmas Eve | (Star of Bethlehem) |
| 5. Orange blossoms | (Bridal Wreath) |
| 6. Contentment | (Heart's Ease) |
| 7. Star-Spangled Banner and Union Jack | (Flags) |
| 8. Cinderella at midnight | (Lady's Slipper) |
| 9. What a married man never has | (Batchelor's Buttons) |
| 10. Sad beauties | (Blue Bells) |
| 11. Claws and a roar | (Tiger Lilies) |
| 12. The flower of Flanders Field | (Poppies) |
| 13. Cathedral bells | (Canterbury Bells) |
| 14. A box of candy | (Candytuft) |
| 15. Grief | (Weeping Willow) |
| 16. A sermon | (Jack in the Pulpit) |
| 17. A Richmond caterpillar | (Virginia Creeper) |
| 18. What you find on the top of a mountain | (Snow on the Mountain) |
| 19. A cuff on the ear | (Box) |
| 20. A kitten | (Pussywillow) |

Safety Versus Lawsuits

GOVERNMENTS engage in two principal types of activity: governmental and proprietary. Under the head of governmental activities are those functions incident to sovereignty: making and enforcing police regulations; prevention of crime; preservation of the public health; prevention of fires; care of the poor; and education of the young. The buildings and instrumentalities necessarily used in connection with the performance of these functions are likewise classed as governmental.

Proprietary functions may be generally described as those of a private or business nature. An example of proprietary activity is the manufacture, distribution, and sale of gas to the public. Another example is the maintenance of an auditorium rented out at a price to private groups for dances, meetings, and the like.

Recreation, publicly supported, organized, and directed, is obviously a governmental function. Its intimate relation to the public health is self-evident. That it is likewise closely identified with public moral and political health seems, upon reflection, equally clear.

Originally all governmental functions were carried on under the maxim: "The King Can Do No Wrong." It was argued that this doctrine was an essential and integral attribute of sovereignty. That he should be held answerable to his subjects for injury suffered by them because of his acts was considered unthinkable. It was fine if he governed wisely and well. But if he did not, nevertheless it was his "right divine . . . to govern wrong."

This doctrine still persists in the United States, but not in its full original vigor. Defenders of the doctrine in this country so far as it applied to municipalities, at least, evolved the ingenious argument that government should not be held liable for injury

Safety has ceased to be a purely moral obligation and is a legal duty, breach of which is attended by liability for damages. So will you have safety in your recreation program or lawsuits?

By WAHLFRED JACOBSON

to its citizens because payment of damages worked a misapplication of public moneys. Answering this, the proponents of a liberalized attitude answered that it was logically unjust to require the burden of governmental activity causing injury to fall on one person, or group of persons, instead of being shared by all; especially in those activities such as road laying-out and road building where great benefit resulted to the public at large.

The Constitution of the United States made this answer: ". . . private property (shall not) be taken for public use, without just compensation."

The Constitution of California followed this principle, later being amended to provide that compensation should be paid not only for the "taking" of private property, but also for the "damaging" of private property for public use.

The next step in this chain of legal development soon followed. Judges, law writers, and lawyers began asking this question: Isn't it absurd to provide that the government can't take or damage the property of a citizen for public use without just compensation, but, on the other hand, can injure his person or destroy his life without liability to justly compensate him or his heirs therefor?

By 1911 the question had become important enough in California to command the attention and consideration of the legislature. The result was inevitable: the maxim "The King Can Do No Wrong" was restricted in its application by statutory enactment. It would serve no useful purpose to trace the history of this legislation.

For practical purposes the year 1923 may be taken as the starting point in this discussion and the year in which safety ceased to be a purely moral obligation, but became, as well, a legal one.

The 1923 statute provides that cities, counties, school

Because the subject of liability for accidents is an exceedingly important one on which comparatively little literature is available, we are very glad of the opportunity to publish this paper, which was presented by Mr. Jacobson, an attorney of Long Beach, California, before a group of California recreation workers.

districts, etc., shall be liable in damages for injury to person or property caused by the dangerous or defective condition of its public streets, buildings, property, etc., in those cases where the governing board or body having authority to remedy such condition had notice or knowledge thereof and failed, within a reasonable time after acquiring such knowledge or receiving such notice, to either remedy the condition or to take steps to protect the public from injury therefrom.

This is the basic statute under which most directors and leaders operate. There are also certain provisions in the School Code particularly applicable to teachers, but time will not permit a discussion of them. Suffice it to say that their purpose is to make playgrounds and play activities safe.

You will observe that the liability thus imposed is a restricted one. But for practical purposes you would do well not to rely upon the restricted nature of the liability, but to treat it as unrestricted. This, for two reasons: there is a tendency on the part of the legislature to move toward greater liability; and the attitude of courts and juries is, generally speaking, to take a broad, liberal view of the matter—that is to say, the attitude of most people is that there should be liability, not that there should not be, and that this liability should be as broad as individual, private liability.

One obstacle that must be overcome in safety work is the lack of knowledge on the part of recreation executives and directors, of the existence of this statutory liability. Most of them learned their profession and served their apprenticeship when there was no liability. They must first acquaint themselves with this altered situation before any measureable progress can be made in safety work.

There is a very practical situation in connection with safety. If recreational functions are not carried on safely, lawsuits will result; if lawsuits result, money that could, and perhaps would, be spent for recreation purposes, will be expended in defense of these suits and in payment of judgments; if the amount of such payments and expenditures becomes large, two results follow: the impairment of the recreation program, since money spent in litigation is, of course, not available for recreation; the possible abolishment of the recreation program.

To people engaged professionally in this type of activity it often comes as a great shock that the

general public is not completely convinced of the necessity of organized public recreation, publicly financed by tax moneys. A considerable number of people regard recreation activity as pleasant, but not necessary—at least not one for which they would willingly make a real financial sacrifice. Another group, by no means inconsiderable, feel that it is a form of modern folly, a device by means of which many well-intentioned but impractical and perhaps lazy people get pleasant jobs at good salaries. In this group are officials, as well as private citizens whose voice and vote carry weight. . . . So long as recreation does not become burdensome financially their opposition remains more or less inactive; but let recreation become burdensome financially and this opposition will be galvanized into action. And it will be an intelligent, focused opposition by men who know what they want and how to get it.

If you are to do safety work on a scale commensurate with your activities you must have a definite program. The job can't be done at odd times by overworked executives and directors; it can't be done grudgingly; it can't be done sporadically; it can't be done by some person unfit to do anything else and therefore assigned to do safety work. It's a big job, an important one. Regard it otherwise and you invite disaster.

The problem of safety starts with personnel. Roughly speaking, you have two classes of personnel: professional and non-professional. The professional personnel is comprised of executives, directors, supervisors, activity leaders and teachers. The non-professional includes mechanics, repairmen, janitors, watchmen, sign painters, and caretakers.

Professional Personnel Must Set Example

Obviously, you must start with the professional personnel. A janitor is not likely to be impressed by safety talks given by a careless director. The professional personnel must provide both the example and the leadership in safety. So start at the top. A considerable acquaintance in the past five years with recreation executives and directors, led the writer to evolve this axiom: that recreation executives and directors are safety-minded in inverse proportion to their ability as directors. Why?

In the first place, many of the present-day executives and directors learned their profession in the pre-1923 liability period. Hence, their professional training did not include a study of the

liability situation nor of safety in its relation to the liability problem.

Those who learned their profession subsequent to 1923 and prior to 1932 were likewise not taught liability. The reason was that the public as a whole were indifferent. Business was good; wages were high; the full force of the business collapse of October 1929 had not yet been felt. Consequently the individual citizen bore the expense of injury to himself or his family out of his own pocket.

All that is now changed. It is a real tragedy for the average family to have one of its members suffer injury on a public recreation ground. Doctor and hospital bills become major financial disasters. So people after 1932 began to inquire of lawyers whether there was not some redress for them. And they found out that there was. So the suits started coming in and tens of thousands of dollars have since been paid out in claims settled out of court, attorneys' fees, court costs and judgments. Students now qualifying themselves professionally for public recreation work are doubtless now being adequately trained in the liability aspects of their profession. If not, they should be. And those not in school, must get that training now. The liability is here; and the public is aware of it; it is an invitation to disaster to ignore it.

Another reason why there is a lack of safety-mindedness on the part of executors and directors, is that the more skillful one is in his vocation or profession, the less he fears injury therefrom. Skilled steel workers walk with sure tread on narrow beams hundreds of feet in the air. To the unskilled and untrained such conduct would be suicidal. Directors and leaders of recreation activity are usually highly skilled; they have the sureness and confidence that goes with the possession of such skill; they likewise often fail to appreciate that a public recreation program is for all the people, not just the trained athlete.

Here is an example: during the recent extremely hot weather in Los Angeles County when hundreds of people were made ill and many died because of the unbearable heat, it was reported that a certain coach put his men through a hard football practice, including scrimmage. If that is so,

"You may rest assured of this: either the law will make you safe, or you will make yourself safe. The law will do it by imposing greater and greater liability upon you, with consequent ever-mounting costs. You can do it yourself by resolving to conduct your activities safely. If safety is achieved by law, you face the possibility of the destruction of your program; if safety is voluntarily achieved, you disarm your enemies, convert the indifferent and fortify your friends in their support of your work."

the question immediately arises: why would a coach subject his young charges to such an ordeal? Well, in the first place, the superior physical condition and maturity of the coach might well cause him to fail to appreciate the inferior physical condition and immaturity of his charges. In the second place, the coach would have

additional protection in his greater maturity. If he experienced sensations that warned him of impending danger, he would stop—but would the young men? Probably not. They would feel that it was not manly to quit, so, Spartan-like, they they would carry on until permanent injury resulted.

Suppose for a moment, it was your son who came home on a stretcher, his heart permanently damaged, and perhaps his whole future career blighted by overexertion in the hot sun? Would you inquire as to whether or not there was some redress in law for you and your son? You know the answer: you most certainly would; and not because of any belief that your son was intentionally injured. Not at all. But you would feel that the injury caused by the thoughtlessness of the activity leader should be compensated, if such be legally possible.

Among the professional personnel, try to create a safety personnel. In any large group you are almost sure to find one person who is naturally safety-minded. If you have such a person in your organization, relieve him, as much as possible, from regular recreation activity duties. Create a safety position for him. You will be better off with such a man than with some outside safety man, because he fully understands your problem. He talks your language and understands and shares your aims and purposes. An outsider is apt to require impossible things.

So much for your professional personnel. Later the non-professional personnel will be briefly discussed, but at this point the writer believes the question of equipment should be considered.

After you have appointed your safety man, give immediate attention to equipment.

Next, Equipment

First, purchase the best equipment obtainable and then keep it in good working condition. The

big manufacturers of playground equipment generally make good equipment. They have had a wide experience and have a reputation to maintain. If you are involved in a lawsuit they will come to your aid with expert testimony.

If you build your own equipment, make a careful study of standard equipment, check its results in actual operation, and then construct it, carefully and well. Then observe it in actual operation on your own playgrounds. If any defects show up, correct them, even to the extent of dismantling the equipment and redesigning and rebuilding it. Don't take anyone's word that it is suitable—actual operation is the best test and it is the one the courts will be most interested in. You will find it impossible to convince a court or jury that a playground device is safe when injuries are proved to have occurred frequently upon it.

Second, after you have purchased good equipment, check its operation to see if it is really safe. Be slow to change standard equipment. It is a good idea to consult the manufacturer before making a change. Be sure to consult your safety man. If there is an attorney assigned to advise you on legal problems, consult him. He will be liability conscious and may see liability factors that the rest of you have overlooked.

Sometimes standard equipment can be improved by slight changes. Manufacturers are not infallible. In Long Beach an open link swing was greatly improved by welding the links so that dresses and shorts could not be caught in the open portion of the links. The improvement came about after a little girl broke her arm on one of these swings and, in the lawsuit which followed, the Court commented that these open links constituted a defective and dangerous condition, since they tended to open wider with use.

Long Beach had another favorable experience along this line. Certain playground equipment had bolts and nuts to hold the seats in place. In the new equipment heavy coats of paint obscured the fact that the end of each bolt extended beyond the nut. Head injuries occurred for which there seemed to be no adequate explanation. But as the paint wore off the answer became apparent. The threaded ends of the bolts extended as much as a half inch beyond the nut. The nut was a collection of flat surfaces with sharp edges. It was these jagged protuberances which were causing the head injuries. In addition, as time went on a "ragged" effect occurred, causing tears in clothing and hands. The remedy was simple. Mechanics made

a "half-dome" installation so that the nut and bolt hugged the object closely and the rounding of the bolt and nut and the cutting off of the protruding bolt made a smooth, snug-fitting job. Torn clothing and hands were at once eliminated, as were also lacerated scalps. An occasional bump on the head still resulted, but this was not due to the equipment but rather to carelessness of the child in raising his head against the under side of the seat.

On the other hand, a change was made in one city in a playground device which made it dangerous. There was a device known as the "Ocean Wave." It can best be described as being a merry-go-round with an undulating up and down circular motion. Without consulting the manufacturer, this device was changed into a standard merry-go-round. To accomplish this a mechanic put an iron collar on the upright center pole, fastening the same with a bolted protuberance about four inches thick. A little boy got his leg down between the center pole and the iron band to which the seats were attached. When the merry-go-round came to the protuberance, it kept on going and the little boy sustained severe fractures of the leg. The case was settled out of court, but everybody was the loser: the city, because of the money it paid, and the boy because he will always have one leg shorter than the other. So be careful of changes.

When your equipment problem has been solved by either buying or making good, safe equipment, the problem of keeping it that way arises. It can best be accomplished by an adequate system of inspection, including prompt repairing or dismantling of defective or dangerous equipment.

Your safety man should make a good inspector. However, the mechanic who makes the repairs can usually be trained to do this, if the system is properly designed.

There should be a set routine of inspections. Certain devices should be inspected weekly, others bi-weekly, others monthly. A printed inspection and repair form should be prepared, with each sheet containing the inspection rules. That serves a double purpose: first, it is an ever-present reminder to the inspector-repairman as to what is required of him; second, if you get to court you don't have to find a rule book and then prove that the inspector was familiar with it and followed it.

Grade your equipment conditions into four classifications: "A", "B", "C", and "D." Then on the bottom of each sheet print your definition of

those terms. For example, "A" means "excellent." By excellent is meant practically perfect. "B" means "very good." By very good is meant in good workable condition, needs no repair now but will in a month. "C" means "poor." By poor is meant that the equipment is on the borderline—it needs immediate repair. "D" means "bad." By bad is meant that the equipment is unfit for use. Immobilize it until further orders. By such a system you put responsibility on the inspector and you know whom to hold at fault if the inspection has not been properly made.

On this report should be a space for the inspector to state what he did and what the condition was when he finished making the repairs.

Next, repeatedly switch your inspectors, if you have more than one. Also inaugurate a system of "spot" check-up inspections. These devices will prevent "routineness" from creeping into the work. That is an ever-present danger in inspection work. Here is an example. In the swing case referred to previously, the inspector had inspected the swing twenty-four hours prior to the accident and his report showed all links completely closed. Yet twenty-four hours later the little girl broke her arm when her shorts caught in an open link as she prepared to alight from the standing-up position in the swing. Evidence showed that the link was only slightly less than three-eighths of an inch. Did the Court believe the inspector? It did not—holding, and properly so, that a steel link the thickness of a pencil would not open that much in twenty-four hours of ordinary use.

The Non-Professional Personnel

Now, for the non-professional personnel—janitors and caretakers chiefly. Here is a great source of liability. These workers lack the professional training your professional personnel has had; likewise they lack interest in the work being carried on by the professional personnel. Their work is usually monotonous and there is a tendency for them to become introverts. The job, unfortunately, attracts introverts and the work, so often done alone, increases the natural ten-

dency to introversion. That means that your professional personnel must watch them closely and insist upon safety.

Janitors and caretakers often feel that their work is unappreciated. One remedy for that is to point out the many ways in which their work is important. When they leave rakes on the ground with the tines up, point out to them that someone may step on the tines, receiving a cut on the foot, and a head injury from the slamming of the rake handle.

When they clean toilets they can be reminded that a wet soapy floor is dangerous. That it is important can be shown them by collecting statistics as to accidents that have occurred by reason thereof. In one year, one city had claims and damage suits totalling some fifty thousand dollars due to falls on wet, slippery toilet floors. You will usually obtain a most gratifying response from those employees once they feel that their work is appreciated and that they occupy a vital part in the safety program of your department.

The trash burning problem is in their hands. They must not leave burning trash until it is dead, unless the trash is so completely insulated from the playground area that it is well-nigh impossible for anyone to get hurt. And that condition rarely obtains. In Los Angeles County a few years ago a little girl's dress caught fire from a "dead trash fire," severely injuring her, and causing heavy damages to be awarded against the school district. On appeal the Court said that it required no argument to show that the burning of trash while little children were playing in the vicinity was of itself and without any further evidence, negligence.

Then there is the upkeep of playgrounds. A tennis court should be smooth, or play forbidden thereon. A tennis player is not obliged to look at the court constantly to see that chuck holes and obstructions do not trip him and break his leg. Many times a caretaker will keep the court in good shape, but disregard the adjacent areas. A tennis player running to the service line to return a ball certainly does not go into a no-man's-land of danger when he does that. So watch the

To provide protection for young men engaged in vigorous athletic schedules on the Los Angeles playgrounds, a plan for accident insurance has been worked out by the Playground and Recreation Department which gives protection for the duration of the athletic season. In event of an injury incurred while participating in regularly organized schedules of competition, hospitalization and medical service are provided. The cost of this protection is \$1.25 for most sports, and \$2.50 for football and baseball. The Municipal Athletic Federation administers the plan. It is thought that eventually more than 15,000 young men will share in the plan.

outside areas into which players can reasonably be expected to go in playing the game.

Then there are grass areas, such as the outfield of a softball or baseball diamond. To keep the grass watered is a big job. To facilitate doing this job janitors and caretakers frequently get a city mechanic to install sprinkler pipe connections. These are submerged in cup-like depressions. The difficulty is that a player running to field a ball steps into the cup, is thrown to the ground, and breaks his leg. Yet the problem is simple of solution. The cup should be completely closed when the sprinkler is not in use. Such an installation will not increase the cost of the plumbing very much and will reduce, if not entirely eliminate, accidents of this type.

Now as to playground areas in which janitors and caretakers are not primarily in charge.

Additional Sources of Liability

Swimming pools are a source of liability. In one California city there was a lake in a park used for swimming. The banks of this lake were steep and slippery, the water varying in depth from six to fifteen feet. The approach to the banks was smooth and grassy. A little boy seven years old was found at the bottom of the lake in fourteen feet of water. There were no barriers or fences to keep him out of the water. The Court took the view that the lake was an invitation to the boy—that he wasn't expected to know its depth or that the banks were steep and slippery and that if he fell in there wasn't any human way in which he could pull himself out. The Court further said that this condition was totally unnecessary, was very careless, and there was no justification for its existence.

Then there is the situation of a playground safe enough in itself, but made unsafe by neglectful supervision. The trash burning incident has been adverted to. Recently a case arose where the playground teacher permitted boys to ride bicycles where little children were playing. One day a bicycle struck a little girl and broke her leg. A judgment was given to the little girl for damages and an appeal taken. The judgment was affirmed. To the contention of the school district that the child didn't have to play there, the Court answered that the child had a right to play there; that that

"Of course no safety program can be devised that will produce an accident-free playground. But a good safety program will reduce accidents to a minimum and should entirely eliminate those caused by any defective or dangerous equipment, property, playgrounds and the like. And this much you must achieve!"

was what the playground was for, not for bicycle riding; that if the person in charge saw fit to allow such a dangerous situation to develop, then the district would have to answer in damages for such carelessness. So it is clear that a playground safe

in itself can become dangerous and unsafe by reason of permitting it to be improperly used.

Another source of liability is that caused by other departments of the city. Repairs must frequently be made by a department other than your own. These employees sometimes act as though another department of the city government is a foreign country, with whose problem they have no concern. Therefore you must watch these people closely and, if you find unsafe practices being followed, make a written protest to the executive head of the city, and, in addition, point out to the foreman or other person in charge, why you feel that the work is being done in an unsafe manner.

For example, suppose repairs or improvements are being constructed which require the use of an extremely hot viscous liquid. If the work is being done in areas over which you have jurisdiction, check the work to see what protection is being given children. Is the container put as far as possible out of the reach of small children? Do the workmen keep a sharp outlook for children who may be attracted to the container and its contents? When the day's work is done, is there a securely fastened lid on the container? Is there a night watchman on the job? Is the container so barricaded that it would be difficult for any but a most persistent child to get to it?

Now the men who work with these materials will tell you that your insistence on safety hampers them in their work; they will tell you it is "impractical" which is the historic retort of non-professional people to professional people. It is supposed to be a most devastating argument. Usually it has not real meaning other than as a confession of inability to think in other than set patterns. Such a situation occurred in Long Beach. The writer had repeatedly urged that the hot stuff containers be provided with hinged covers with padlocking arrangements on them so that, when not in use, the contents could be reached only by breaking the lock and prying open the lid. Assurance was solemnly given the writer that such an arrangement was "impractical," "wouldn't work,"

and "would raise the cost of the work to such heights that a city would be unable to operate."

One day a boy eleven years old stuck his right hand in the uncovered, or loosely board-covered (there was a conflict of evidence on this point) container. He did this after work for the day had ceased. Terrible burns resulted and a permanent injury in the form of a "talon" hand (because of its resemblance to a bird's claw) resulted. This boy was intending to be a surgeon and his education for that profession had been assured by a wealthy lady who had taken a liking to him. He will never be a surgeon, thanks to his injury. Nor will he ever be able to follow any other occupation requiring manual skill and dexterity.

What did the Court think of this situation? It is a pity the thorough tongue-lashing given the city for its negligence and disregard of duty to the public cannot be printed and distributed to every city employee in the state. The Court included in its analysis of the situation a statement that the very least that should have been done was to put permanent hinged and padlocked covers on the containers. Result: a hinged and padlocked cover was designed and installed on all hot-stuff containers. Inquiry as to the effect of the same upon the efficiency of operations elicited the reply that no appreciable lessening of efficiency could be observed.

So, where repairs are made, insist that safety rules and practices be observed. If you cannot compel your suggestions to be followed, protect yourself by an immediate written report to the executive head of the city or district by whom you are employed. If it is very urgent, telephone your report and follow it immediately with a written one. Action such as this will save you much trouble and grief, will bring safety to the attention of the executive head of the city, and, best of all, will save the lives and careers of some fine boys and girls.

Signs Are Important!

Then there is the matter of signs. When the making and installing of signs is suggested, two stock suggestions for their wording are invariably made: (1) "NOT RESPONSIBLE FOR ACCIDENTS"; (2) "USE AT YOUR OWN RISK."

Of course such signs are absurd. They are valueless insofar as children under the age of twelve are concerned. Again, they do not accurately state the law and consequently breed contempt and disregard for all signs. The law defines

your duty and your liability. How absurd it would be if you could escape your legal duty by a sign saying, in effect, that you choose not to be thus obligated!

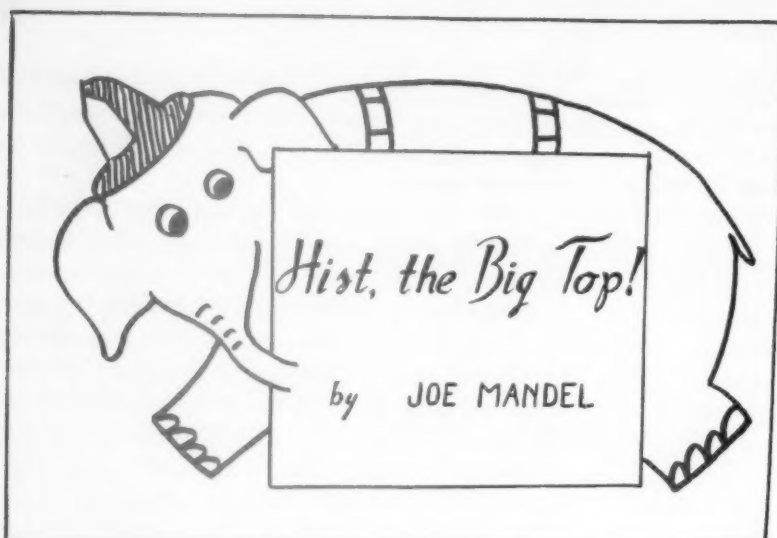
Your signs should be worded with great care so that they are easily understood. They should be placed where they will be seen. Where an area is dangerous to small children it should, if possible, be made inaccessible to them. The signs should be directed to the parents and guardians of children, warning them of the dangerous nature of the area, insofar as its use by small children is concerned. And, finally, close watch of the area should be maintained by the recreation personnel.

As to children old enough to understand, and as to adults, signs should be erected apprising them as to what may not be done with safety. That is to say, an area may be perfectly safe when used one way and very dangerous when used another.

For example, there was an epidemic of broken necks and injured backs in Alamitos Bay in Long Beach. It was found that they were caused by persons diving from and into improper areas. One type of improper area was that in which the water was of insufficient depth for diving. Another type of area was that in which the depth was proper, but bathers and swimmers in such area had no reason to believe that there would be diving therein. For example, divers would climb upon the top of the fence or rail of a walk leading to a diving platform and dive off. The swimmers in the area adjacent to such walk had no reason to expect divers to descend upon them, with the result that collisions occurred and injuries resulted. A few signs, plus a little enforcement of their contents, soon ended all this. These signs called attention to the fact that diving was dangerous because of insufficient water depth. They pointed out that diving could be done only from diving platforms.

Some storm drains in Long Beach discharge in the Pacific Ocean and in Alamitos Bay. At high tide they are frequently covered by high water. Swimmers collided with them, sustaining severe injuries. A suggestion that signs be erected visible above high tide was met with the answer that it was "impractical," that you couldn't put up a sign that would stay in place any appreciable length of time. Then one day a bad accident occurred—a young lady losing several teeth and suffering considerable facial disfigurement. It was

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As everyone will admit, a real circus must have an elephant. And so, because of the universal appeal of this animal, it was the "theme song" of all of the publicity for the circus at Christodora House. It is hoped that the details of the circus as given in this article will be helpful to recreation groups planning similar events for this summer's program.

ONCE A YEAR, at Christodora House all activities and all departments combine to stage our "greatest show on earth." This year our amateur circus was held several weeks prior to Barnum and Bailey's Madison Square Garden Circus, whose posters helped make our neighborhood even more "circus conscious." The circus was a great success, attracting capacity crowds at all three performances and leaving a feeling of satisfaction among spectators and performers alike.

It was an excellent opportunity for our staff to establish closer relationships with our members, their parents, the neighborhood; to make it possible for many boys and girls to enjoy a variety of experiences, and develop and correlate a multitude of skills. Seventy-five stage performers and 175 workers of one type or another all united to raise the roof of the big top!

Our circus is a combination event consisting of a carnival and a main show. The carnival is set up in the gymnasium and adjoining games room, and is made up of a variety of sideshows, booths and games of skill. The main show was held in our auditorium, which has a well-equipped stage. Admission to children was two cents, to older persons, ten cents. This included the main show, refreshments and ten \$500 bills to be used in lieu of currency. High scores at the booths were given coupons which could be redeemed for inexpensive articles. Cost of playing at each booth was \$500, and money flowed freely.

Refreshments available were peanuts, popcorn and pink lemonade. The overwhelming activity at this

scene necessitated a memo for next year; more space — lots of it!

The circus gave three performances in two successive days, each performance being prefaced by the "carnival." Approximate running time—carnival, two hours; "Great Show," two hours. Throughout the carnival and show, a background of appropriate recorded music was maintained to insure the proper Carnival atmosphere.

Preliminary Preparations

Five weeks before the circus, objectives, policies and procedures were thoroughly discussed against the background of our 1939 circus. Staff members then selected a particular committee responsibility and proceeded to organize working bodies which acted as their own "nuclear groups," often enlarged upon through voluntary and invited cooperation.

The groups included the following: costumes; art and painting; construction (wood); music; refreshments; clay; publicity; photography; make-up and dressing rooms; main show.

The director of the circus acted as coordinator of all groups, handled all correspondence and set all procedures. To avoid conflict with regular activities, and to schedule places and times with the performers, a list of all available rehearsal space was charted and reserved—an area comprising twelve rooms and three large halls. A call for actors, dancers, tumblers, artists, and technicians, was posted, and the circus began rolling along!

Most of the costumes needed were made by the costume committee (sewing

Mr. Mandel, who has supplied us with this interesting and practical material, is Director of Physical Education at Christodora House in New York City.

class) at low cost. Clown suits were made of unbleached muslin and spots were put on by stenciling. Indian dresses and loin cloths were made and decorated in a similar manner. Skeleton outfits were made of white cloth bones on black suits. Old vests were recovered with gay colored materials and used by the barkers. A group of girls age eight to ten years old made all the buttons for costumes and strings of beads for the Indians. The entire cost of ten clown suits, eight Indian costumes, six skeleton suits, ten toy soldier suits, and twenty vests was \$18.00.

The Groups Go into Action

The younger art groups, made up of eight to twelve year old children, painted about a hundred clown faces and animals as decorations, while the older group painted posters, scenery, stage properties and accessories, designed publicity bulletins, and tickets, and in general handled hundreds of items. A member of this group prepared and operated the shadowgraph for the silhouette portrait booth.

The construction group (woodwork class) made stage sets and props, game material for the carnival, Indian rattles, entrance turnstiles, and a great number of sundries.

The music group trudged many a street in search of suitable recordings for our needs; nine records were used in the stage show and ten for the background music. A stage sound booth was constructed and operated with its horns, whistles, drums, crashes, xylophone, cymbals, tom-toms, piano, recording outfit, and microphone. A harmonica act was another contribution of this group. During the entire four hours of the carnival and show, there was no period of more than ten minutes without music in some form or another.

The refreshments committee (cooking class) made and served lemonade and popcorn balls to over 1,200 people.

"Jeepers Creepers" and "Donald Duck," two star performers, owe their existence to the clay group, who created them out of newspapers, glue, clay and paint.

The photography group took many pictures of all phases of the circus and these were later made available to our members. A booth operated by this group (the only one that required real currency) proved very popular. High organization was needed here for the pictures were taken, developed, and delivered at the same performance.

The make-up group was headed by a competent make-up artist who, in preparation for the circus, instructed and advised his various assistants. Each performer's make-up was created to suit his individual character and costume, and designs of each were made and placed on the walls of the make-up room for reference. Each performer was given a large box and a dressing room assignment for costumes and accessories, and the person in charge of the rooms required that each item be properly replaced after each performance. This procedure was a result of the 1939 circus when pre-performance time was a constant game of "who's got my costume?" This facilitated a difficult schedule with so many of our performers coming up for their make-up almost immediately before their stage entrance.

The Carnival

Each club in the house accepted a booth and chose some activity as the attraction. To avoid duplication, the selection of booths was cleared through the chairman of this committee. The responsibility for setting up and maintaining the booths was entirely the club's. For posters, game materials and other necessities, the clubs went to the appropriate departments. Each booth was provided with necessary construction material, with derbies, vests, megaphones and canes. The colored derbies and canes were purchased at a novelty house at seven cents each; the vests and megaphones were our own handiwork. These accessories were most effective in accelerating our "barkers" to extreme vocal activity! The booths vied with each other for customers, and distributed prize coupons to the more skillful players. A section presided over by a staff member was set aside for a display of the prizes.

A general decorating committee put up clown faces, colored lights and flags, balloons, bunting, crepe paper, and defined the area for each booth. Recordings were played throughout the carnival. Appropriate popular numbers were: Come to the Fair; Music Goes Round; Merry-Go-Round Broke Down; Peanut Vendor; Popcorn Man; "Schnickelfritz" records.

Among the booths were the following: dart throwing; shooting gallery (archery, rifle, pistol); weight guessing; nail driving; odditorium; ring toss; candle bowling (blowing); Japanese balls; fortune telling; shadowgraph; and photography.

The Big Show

The word "circus" follows its Latin derivative very closely, allowing any variety of activity, and consequently our show was in a constant state of fermentation (of type as well as quality). Most of the acts called for creativeness and ingenuity on the part of performers as well as director. Not one of our many acts was completely created at the first rehearsal. The finished act was the result of combined thinking and experimenting on the part of performer and director, in many cases, of performers alone.

Our main show revolved around a framework of ten specialty acts freely interspersed with clown numbers. Barnum said "clowns are the pegs on which to hang a circus." Any circus director will readily appreciate this. A versatile clown is a great asset, when a circus program confronts stage waits or other unforeseen difficulties which will crop up willy-nilly! As far as possible, circus tradition was followed. The clowns confined themselves to pantomime only, the curtain closings were reduced to the lowest possible number, and the traditional extravagant circus phraseology was very much in evidence.

The main acts included: tumblers, tap dancers, Indians, folk dancers, sharpshooter, tight rope walker, Jeepers Creepers, magician, March of Toys, and Dance of Death.

The tumblers opened the show with a bang by diving through drum heads adorned with clown faces. The act was composed of a continuity of stunts with perpetual action. The tumblers were dressed in clown suits and this more than compensated for any lack of form or skill. A very small boy was part of the act and his antics kept the audience roaring.

Pyramid building was done smartly and with snap to the beat of a tom-tom. The act ended with a mock "tank" fight in which flashing lights and sound effects were used. The "tank" was made up of one boy on his knees and two boys interlocked, rolling backward and forward. This act started the show off on the right foot by its quick tempo.

The tap dancers acted as prologues to several of the larger acts. A military tap opened the March of the Toys and an eccentric tap started the Dance of Death. An attempt was made to include popular music from recent movies in the show hence March of the Toys from the Great Victor Herbert, and a soft shoe tap dance to Swanee River from the picture of the same name.

The Indian act was executed by twelve to fourteen year old boys and girls, who did the "Corn Dance," accompanying it with singing and tom-toms. The feature of the act was the Hopi Hoop Dance by a girl fourteen years old. This is very spectacular and demands great dexterity and agility in twisting in and out of the hoops. It was done around a fire on the stage.

The sharpshooter was, of course, a farcical misstatement of the real thing, consisting of a series of musical, blindfolded, and slow motion shots. The "tight rope" was a "two by four" beam covered with cloth. It looked quite realistic when the "artiste's" weight was on it. Before the end of the show the dancing horse and all the clowns were walking the "tight rope." Jeepers Creepers was our educated horse who amazed the audience with his intelligence. Pockets were sewn into the sides of the body so that a variety of articles could be stored and displayed. The high spot of the act was the jitterbug number danced by the two boys in the horse. The magician was one of our members who practiced sleight of hand as a hobby. Some simple chemical formulas were used for magical color changes, and these were a great delight. The March of Toys was a precision dance done by the youngsters boys and girls in appropriate dress.

The Finale

Sticking close to traditional lines, a finale—super-production number involving a co-ed group—was vitally essential. The theme of this year's circus being that of "spooks," Saint Saens "Danse Macabre," with all its imaginative possibilities, readily came to mind. This tone poem, so rich in pictorial detail, suggested a scene in a graveyard with an attendant plot. The skeleton of the number was worked out in an unorthodox type of interpretative dance technique. The company was then assembled, made familiar with the music and the story, and after close collaboration of director and performers, evolved into a Macabre Dance Drama—dependent for its effectiveness not at all on the usual dance standard—but completely a web design of rhythm, drama, and most of all, free range of imagination.

Playing to a diversity of audience age presented a ticklish problem. For instance the Danse Macabre would hardly serve as a suitable number for the children's audience. We therefore substituted something lighter, The March of the Toys. This,

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"Last Summer on Our Playgrounds!"

If you listen, you will hear this phrase repeated many times in cities where enthusiastic playground workers are exchanging experiences and planning for the 1940 summer playground program on the basis of activities which proved particularly successful last summer. We wish we could pass on to you all of the interesting ideas which were put into operation in many cities. Here are just a few.

A Playground Goes to the Fair

By ROBERT L. HORNEY

Director of Recreation
Davenport, Iowa, Park Board

A WORLD'S FAIR in all its panoply and glory seemed a "natural" for the 1939 Davenport, Iowa, playground review, and doubtless the same idea was used by other cities. For mid-westerners far from New York, magazines, papers and posters evoked great interest in the Fair.

Our review was held on the night of August 4th at the LeClaire Park Band Shell on the banks of the Mississippi before an estimated crowd of 5,000 persons, a larger attendance than at any previous park program in Davenport. More than 250 children appeared in the review and a local radio announcer acted as narrator. Massive gates, the gates to the "World of Tomorrow," were constructed on the stage of the band shell. As the lights went up the fanfare of trumpeters announced the opening of the children's own creation of "Democracity's Model Playground." Back of the uproar and fireworks at the New York World's Fair is a sincere attempt to portray the future by showing the accomplishments of science, industry and art, and our "Democracity" was derived from the Perisphere display showing the metropolis of tomorrow.

Part One of our review was a pint-size replica of the playgrounds of tomorrow, including demonstrations of physical, dramatic, rhythmic, musical, creative and intellectual activities. As the lights dimmed the narrator commented:

"Play is a life interest with

its primary application in youth but with an important application through life. Joy in childhood lays a basis for life. For unless youth be golden, old age is dross."

Part Two opened the gate on Recital Hall, bringing the joys of music and the theater. Scene One presented a chorus of forty men and women singing melodies from familiar light operas. Several popular soloists were featured. Scene Two revealed the Children's Little Theater group in skits from "The Fairy in the Witches' Dell." The final scene of this act presented an adult dance group in "Impressions of the Modern Dance." The lighting effects and the scarlet costumes of the dancers, coupled with the music of Sebelius, made this scene one of the highlights of the review.

"Laff Land," with the "stupendous, colossal and terrific" attractions of the midway, was the title of Part Three. Ma, Pa, Gramp, Aunt Minnie and the City Slicker, amid scores of other comic characters swarming across the midway, gaped at the miracles of the side shows and were enthralled with the "windy speling" of the barker. Then followed the Laff Land entertainment—a troupe of twenty acrobats who excited bursts of applause for the difficult feats they had practiced all summer on the playground, a human puppet show originated and produced by the children, comic tight rope walkers, and tap dancers performing on roller skates.

We called the fourth part of our review the "Parade Ground of the Nations," selecting, from more than sixty nations represented at the World's

Fair, folk dances from England, Sweden, Russia, Ireland, Switzerland, Scotland and Denmark. The gaiety and charm of each dance was accentuated by bright paper costumes, many of them made by the playground children in

Last summer Davenport adapted for the closing event of its playground season a number of ideas from the World's Fair. An outline of the plan is given here as a suggestion for a playground, community center or club program. Mr. Horney states that such a program may be as simple or elaborate as the occasion demands, depending on the originality used in costuming, lighting and music.

their crafts classes. As a prelude to the finale (Part Five), from back stage drifted the soft strains of children's voices singing "God Bless America." The narrator commented:

"So the world of tomorrow brings the citizens of tomorrow. Yet in its respective analysis, the Fair is a great peace time project devoted to the cause of peace and good will to men. These children, representing the people of the nations, are interested in life, the world, themselves and in making a better world . . . and in working toward a vision of what the world of tomorrow can mean to everyone."

The gates opened on the final scene and all the performers reappeared, this time divided into groups representing their respective playgrounds. Each group was identified by different colored caps and shoulder capes. When the stage was filled the audience arose, joining with the children in singing the national anthem.

Summer Opera in Springfield

THE PRODUCTION of Victor Herbert's "Sweethearts" at the Illinois State Fair Grounds last summer marked another step toward the civic ambition of Springfield—the establishment of a summer-opera season similar to that of the neighboring city of St. Louis. "Sweethearts" was the second in the annual series of summer operas.

The operas are the fulfillment of the hope of the director, E. Carl Lundgren, that Springfield will provide a cultural outlet in music for talented young people. As musical director of the high school, he is unwilling to have commencement bring a forced halt to the enjoyment of music as an avocation. An outgrowth of several attempts to maintain an "alumni choir," the present municipal choir which produced the operetta is sponsored by the Playground and Recreation Commission of the city, without whose help the work of the chorus and the production of "Sweethearts" would have been impossible. The ninety-one members of the choral group spend an evening each week in practice and attend daily rehearsals for five weeks preceding a production.

The presentation of "Sweethearts" has earned a permanent niche in the cultural history of Springfield, aside from its achievement of furnishing the thousand citizens who attended each of the two nights of the operetta an opportunity to enjoy an opera at little more than the cost of a movie ticket.

The director believes that the operas produced at the dedication of Lake Springfield, and the Victor Herbert production, prove that an abundance of first class musical talent is available for a more ambitious program of summer opera.

History Comes Alive

By RUSSELL J. FOVAL
Superintendent of Recreation
Alton, Illinois

LAST JUNE, when we were completing plans for special events during the summer playground season we asked the question: "What can we plan which has never been tried before?" "What type of event will carry over into the child's experiences even after the playgrounds are closed?"

Someone made the suggestion: "Why not have an 'Alton Day' which would deal with the history of our community?" We discussed it, and decided that it met our first requirement, for nothing of the sort had been tried before. In regard to the second requirement, we felt that in preparing for the day we could instill in young minds an interest in the history and progress of their own city. We talked with John

Summer opera is only one which the Springfield Playground and Recreation Commission provides in its program.



D. McAdams, business manager of the *Alton Evening Telegraph* and a recognized authority on the early history of Alton and Indian lore of Illinois. He heartily agreed that our idea was excellent—

if it could be carried out. We replied that it could be done, if he would help on the historical information. He consented to help, joined the playground staff at the weekly meeting and discussed what he considered some of the outstanding "highlights in the history of Alton." Among these were two great Indian legends: "Lovers' Leap" and the "Piasa Bird," a replica of which is painted on a bluff overlooking the Mississippi. One is a charming Indian love story, and the other a legend of bravery.

Other subjects Mr. McAdams discussed were: "The Old Penitentiary"; Lovejoy, the young man who heeded the call to "Go West"; Lovejoy's printing press and his monument, now both preserved by the city; the Lincoln-Douglas debate, and the marker which stands on the square in Alton; the Lincoln-Shields episode; the Illinois Glass Company, Alton's oldest manufactory and the largest of

As a special event on the playgrounds of Alton, "Alton Day" was a great success. It was novel and different from any previous program, and it carried over in the children's memory long after the celebration had passed.

its kind in the world; the Confederate Soliders' Cemetery; and the Government Dam, Number 26, across the Mississippi at Alton.

In addition to relating these interesting facts, Mr. Mc-

Adams typed a short account of each story which we made into a booklet to be distributed to every playground director for reference. By this time the directors were thoroughly enthusiastic over the idea.

At each playground a storyteller told these legends and tales to the children during the story period. We named the following week "Excursion Week." Through the cooperation of the Citizens Coach Company we chartered buses and took the playground children on a two and a half hour tour of the points of historical interest. In all, a total of nine bus loads or 450 children made the pilgrimage at the low rate of six cents per child. At each place playground directors acted as guides. Using the information supplied by Mr. McAdams they gave brief historical sketches and told interesting facts to the children.

At the next staff meeting, final plans were completed for "Alton Day," to be celebrated on August 11th. A special "Parent Night" was scheduled on the same date, so that by story, song, handcraft or skit, the children might impart to parents and visitors the stories they had learned about their own city.

Then came "Alton Day"! The history of Alton was interpreted in almost as many ways as there are playgrounds in the city—by historical exhibits, displays of handcraft depicting early life in Alton, Indian encampments, industrial exhibits, and other stunts and displays. These exhibits were displayed during the day, but the special programs which were to have been held in the evening at each playground had to be called off because of rain.

Outstanding was the display from the Horace Mann playground—an Indian tepee with pottery made by the children. Under supervision of a director, Indian costumes were designed and decorated by several girls. Hellrung playgrounders built an encampment of six tepees and staged skits based on Indian stories for visitors throughout the day. A group of Indian braves presented the green corn ceremonial dance. Washington children had constructed a model of early Alton as it

is only one of the many activities Springfield Playground and Recreation provides in its city-wide program



Courtesy Springfield, Illinois, Playground and Recreation Commission

appeared from the river. The realistic set was made of earth and rock and peopled with miniature Indians and pioneers. Other handcraft work, including bead work and portraits of the Piasa Bird, was exhibited.

Water Tower displayed a collection of Alton relics. Northside boasted a comprehensive history of Alton contained in its shoe box exhibit. Using firebrick and cardboard for materials and shoe boxes as display windows, the children had reconstructed historical scenes and places. In the exhibit were brief essays of explanation and poems written by the children. Milton children had prepared an industrial exhibit with samples from nearly every industry in the city.

Tell More Myths and Legends

By FREDERICK WAHL
San Francisco, California

CONTRARY TO THE BELIEF that legends are constantly passed on by word of mouth from mother to child, the modern age seems to be characterized by the discontinuance of such a practice. Not realizing this fact, we have been prone to believe that the average child has a general knowledge of mythology.

Having conducted a few summers of story hours on San Francisco playgrounds with "Polly of the Playgrounds" (Mrs. Polly McGuire), I found myself facing the problem of what stories to tell next. We decided one day to take stock of the story situation. It would be impossible for several storytellers to cover the city playgrounds thoroughly, so we attempted to glean a general estimate of "story knowledge" from a series of groups comprising a cross section of the cosmopolitan population of San Francisco. After questioning the children on these playgrounds, we discovered that some of them had had a slight introduction to mythology in school English classes, but in most instances they had an aversion to the subject. We learned that few of the playground children had heard of Jason, Hercules, Zeus, and the gods; Siegfried and Roland were meaningless names; Beowulf and Grendel they

did not recognize. Our findings surprised us. In a complex population where a blending of many nationalities is found on the playfields, folklore and mythology might be expected to prove a live subject.

We had avoided the use of legends, fearing that we might be offering "old stuff" adequately covered in home and school. Even with the results of the study we hesitated to introduce mythology in the story hour. After observing the children's keen interest in Buck Rogers, Flash Gordon, the Lone Ranger, Super Man, and similar characters, we were inclined to feel that Grendal, a monster which could devour only a score of warriors at a meal, would prove a bit tame!

One day, when I reached the point of repertoire exhaustion, I told the story of Beowulf. The effect on the children was tremendous. The following week I told them of the feats of Hercules and the seven deeds of Maui. The reward was increased attendance. When we offered the children the usual contemporary story, they raised a noisy protest in favor of the legends. Then it was that I ventured on a doubtful experiment. The children followed a serial religiously at the local movie house; why not in the playground story hour? I expected failure in this undertaking, but the idea was intriguing, and I was determined to try it out.

The epic of Siegfried and the Fall of Nibelungs were chosen for the experiment. After many hours of condensation, this huge work was simplified and divided into six episodes of forty-five minutes each. Illustrations from the Wagner operas, lantern slides and mounted pictures, were obtained.

At the opening of each meeting a child briefly reviewed the events in the story of the preceding week. By this means we were able to gain a fair idea of what portions of the story impressed the listeners. After the child concluded, I added the points which had been missed. Such additions were seldom necessary. Regularly increased attendance bore evidence of the popularity of the serial. For six weeks that group of youngsters assembled voluntarily to hear the Fall of the Nibelungs. For six weeks they came to prove

Last summer Mr. Wahl told stories at various San Francisco playgrounds and put on a number of plays at the Recreation Building at the Fair. Clad in monk's garb, he told Spanish tales for the treasure hunt of four hundred playground children at the Fair, while Mrs. Polly McGuire, President of the Golden Gate Story League, dressed as a Navajo Indian girl, took the children through the Indian exhibit at the Federal Building and to other buildings. A number of the members of the League told stories at the Recreation Building on alternate Sundays and discovered that adults were often more interested than children.

that myths and legends are not museum pieces reserved for the use of the research scholar.

Of course the serial story cannot be successfully told in all groups, but our experience shows that legends can be used. When the home and school have failed to make them familiar, the storyteller should step in, for it is part of his task to preserve the great epics. They are in print, but legendary characters should be friends, as real to the children as the boys and girls with whom they play. Legends learned by word of mouth are not forgotten; they are retained because of the interest they create in the listener. If only one legend is included in each story hour, the narrator may feel that his time has been well spent.

A Few Suggestions to the Legend-Teller

Use legends on the playground, but do not content yourself with the stories of Greece, Rome, and the Teutons. Investigate Oriental mythology, American Indian folklore, and the legends of the ancient civilizations of Mexico and South America. Polynesian mythology alone holds treasures for the storyteller's repertoire. Consult the Russian and Serbian legends. Delve into the fantastic intricacies of Babylon, Persia, Assyria, and Egypt. Remember, however, that it is a good plan to select the legends according to the nationalities in your group. Frequently this method stirs interest in the home. Mothers have attended classes because of this stimulus. From adults one can sometimes obtain short, interesting tales which have escaped the printing press.

Do not be content to accept the diluted versions of legends to be found in children's libraries. The storyteller should have a more intimate acquaintance with his subject. Read the full length translations, or, if you are fortunate enough to possess the knowledge, read the originals.

Make your own condensations. Do not fear to change the stories; remember that they have survived thousands of years of transmission by word of mouth, so your version will do them no harm. If a legend does not interest you to the utmost, do not tell it. Only with personal enthusiasm behind a story is it possible to sustain interest.

Simplify names with a clear conscience! A good rule is to reduce a name to its simplest forms in single-voweled syllables. Shorten it to two or three syllables; keep it musical and pleasant in sound. A name with smooth sounds arouses interest, while one in which the vowel music is

choked by harsh internal consonants goes in one ear and out the other.

As the storyteller delves into legendary material, he begins to realize the value of the knowledge of legends for himself, aside from his task of telling an interesting tale at story hour. Often adults consider mythology as unworthy of their attention, but there are few more complex, interlocking fields of study. The mythology of Babylon is sufficient proof of this fact. Here we find one civilization built upon the ruins of a former one; we can trace a legendary character back through an intricate evolution. Even a smattering of mythology gives us a better understanding of racial traits and trends of thought. The social struggles of today have their roots in the ancient customs and beliefs of a legendary past. All too often the failure of a nationalistic movement is due largely to a misunderstanding of racial trails which can be revealed by a search into forgotten legends. The mental pulse of a nation is in its mythology.

Because they are old, legends are not musty. The universal appeal of epics has caused them to withstand centuries of retelling and translation. Legends are as alive today as they were a thousand years ago, and boys and girls on the playgrounds will find them so. It remains only for the modern storyteller to clothe the legends in the words of today. The gauntlet of mythology lies awaiting a champion. Storytellers, take it up!

Outdoor Matinees for Children

THE DEPARTMENT of Playground and Recreation of Los Angeles, California, has for years presented a series of children's outdoor matinees in playhouse centers on the municipal playgrounds. Last summer eight outdoor centers were maintained at strategic points in order that participating grounds of the system might be served to the best advantage in the many programs scheduled by fifty-eight children's dramatic groups. In the summer of 1938 approximately 1,500 children took part in these weekly matinees, but in 1939 this number was exceeded.

In addition to the presentation of plays, activities related to dramatics such as rhythmic, singing, storytelling, percussion rhythm bands, children's orchestras, and many others are included in the matinee program. An innovation recently

introduced to precede the play was community singing which helped greatly in creating in participants and audiences alike a greater spirit of friendliness. The program is also supplemented by special dancing groups and by chorus and orchestra units, and choric speech. There are stories by the gypsy storyteller in costume, the stories selected with great care never failing to keep the children spellbound with interest. Other features are included in the well-rounded program which the hostess director in charge of each playhouse center seeks to attain for the current matinee. Men directors also cooperate in the matinee program, contributing to the general interest by leading the community singing and assisting in many other ways in making the program successful and enjoyable.

Outdoor Sets

Last summer novel outdoor sets, both useful as a stage and highly decorative, were installed. These included lattice screens, arbors and potted plants, each set in turn suggesting an appropriate name for the playhouses as follows: The Magic Bird House; the Sylvan Theater; the Rose Tree Nook; the Enchanted Forest; the Strawberry Patch; the Fairy Castle;

The participation, last summer, of more than 1500 Los Angeles children in outdoor matinees proved the eagerness of both boys and girls to take part throughout the year in plays and musical events of the type provided during the summer. It was therefore decided to present similar matinee programs during the fall and winter months at six community center buildings designated as "Little Theaters."

the Amazing Sprinkling Can; the Circus Playhouse.

These sets have met with the enthusiastic approval of the children taking part in the matinee programs, as well as parents and others making up the large audiences.

It has been very gratifying to the Department to note in each succeeding matinee the ever increasing eagerness of the children to portray the parts assigned to them in the plays. Parents, too, are finding much enjoyment in attending the matinees, not entirely for the interest in seeing their children participating but because it is their own community program in which their friends and neighbors are the audience. Children's

matinees represent a very important part in the dramatic

program of the Department, having as they do so many values and adding immeasurably to the children's enjoyment and happiness.

—
"Among childhood's happiest hours are those spent in a land of make-believe, a realm of elves and of fairies, queens, princes, and enchanted castles. Drama is a year-round activity at Los Angeles municipal playgrounds. Festivals and pageants, tableaux, plays and pantomimes enroll thousands of eager youngsters." — From *Annual Report*.

One of the attractive sets used for the outdoor matinees in Los Angeles



A Symposium on Playground Activities

A few quick "flashes" from last summer's playground activities—here, there, and everywhere

A MIDSUMMER FESTIVAL. Milwaukee's mid-summer festival has become a city institution. Last year the committee in charge arranged again for children over eight years of age to make pilgrimages to the festival grounds. Featured in story hours, crafts and bulletin board announcements, the festival provided interesting material for playground discussion both before and after the excursion. The wearing of insignia created a playground spirit, aided in keeping track of the members of each group, and provided hand-craft projects.

In organizing the playground groups the "buddy" system was used. Each child selected a partner, and the directors impressed upon the children that each one should constantly keep an eye on his or her "buddy" during the day at the festival. A man and a woman playground director accompanied each group of thirty children. One of the children in every group of ten was made patrol leader and helped the leaders keep order. Among the attractions for the boys and girls were Wisconsin in Milwaukee, a forestry, conservation and agricultural exhibit with live animals from forest and farm; an aviation exhibit; United States Government forestry exhibit; wonders of modern electricity, a demonstration and lecture by the Milwaukee School of Engineering; the amusement row; and the "Playhouse on the Green," which featured three children's dramatic plays. A special feature for adults and children was the Festival of Nations, a program of folk dances

followed by fireworks. The 1,200 participants in costumes represented thirty-four nationality groups. One hundred thousand spectators crowded into the arena and stood on the hillside at Juneau Park to watch the program.

Fireplace Suppers. A unique feature of the East Orange, New Jersey, recreation program last summer was a series of fireplace suppers in which all the playgrounds shared. The procedure varied somewhat on the individual playground. At Elmwood Park, for example, parents were invited to attend on a share-the-cost basis, and supper was served by the woman supervisor and a volunteer corps of young men cooks. Staff workers and some players on the softball team ate with the parents and children. At other playgrounds the groups were composed mainly of children or boys and girls in their teens. The average attendance at each supper was twenty-five.

Sand Modeling. Sand modeling has always been one of the most popular activities for old and young in the Birmingham, Alabama, parks. By

giving very young children the means to indulge their natural instinct of using their hands, many boys and girls as well as adults are getting their first training in the art of modeling clay and other materials into many artistic and clever objects. As an example of the fascinating art of sand modeling, a Birmingham boy is shown fashioning the head of Abraham Lincoln in a contest for honors at Harrison Park in Birmingham. George is now seventeen years of age but began sand model-



Courtesy Birmingham Park Department



Courtesy East Orange, N.J., Board of Recreation Commissioners

ing at the park when a small boy. His modeling won first prize among a number of very good models.

Safety. That playgrounds shall be safe as well as happy places is the aim of every playground director, and so devices of all kinds were used last summer to inculcate safety principles in the minds of the children.

To help stress the need for safety the Kiwanis Club of Salt Lake City furnished each playground with two flags—one white, the other black. The white flag was flown each day until an accident occurred. The black flag, which fortunately was seldom seen, was flown after an accident had happened.

The Ontario, Canada, Playground Commission organized clubs on the playground whose requirement for membership was the careful observance of rules specifically relating to safety on the playground. Bulletin boards, the junior police force with membership based on safety observance, and special awards helped materially in making the children safety conscious. Playground leaders found that explaining to children the "whys" of the rules was an important factor in promoting safety. In addition, almost 1,200 children were enrolled in first aid classes conducted on the playground.

Springfield, Massachusetts, is one of the cities which carries on well-organized safety programs.

Last summer's program conducted under the auspices of the Springfield Safety Council included safety plays, poster contests, inspection of playground apparatus for hazards, the formation of playground safety patrols, the erection of bicycle racks, and bicycle registration. Steps were taken to prevent the riding of bicycles on the playground or directly out into the street. Children were

asked to wheel their bicycles to the street and mount them there.

With a growing army of bicyclers it is natural that the safety program everywhere should be deeply concerned with safety precautions in bicycle riding. Dayton, Ohio, made its All-Wheels Week the medium for education in the safe use not only of bicycles but of roller skates, coaster wagons, scooters, and homemade automobiles. Races were conducted during the week with anything that would roll!

In order to offer every opportunity for bicyclers in Cincinnati, Ohio, and to insure their safety, the city has provided a bicycle trail three and a half miles in length at one playfield and a quarter mile trail at another. The Public Recreation Commission furnishes the bicycles used, and no one is permitted to ride his bicycle to the areas for the reason that the Commission is unwilling to assume the risk of accidents occurring while bicyclers are on their way to the areas. In an effort to insure a maximum amount of safety the trails have been so constructed that there is no possibility of bicyclers coming in contact with automobiles.

Community Play Days. Many cities last summer conducted community play days. The Cincinnati Public Recreation Commission extended a special invitation to parents to attend these events which brought the children from two to four playgrounds

together at a central point. Band concerts were a part of the program, together with some entertainment from units provided by the Federal Theater Project.

Aviary Day in Salt Lake City. One day last summer was set aside in Salt Lake City, Utah, as Aviary Day, and children from every playground gathered at Liberty Park for a visit to the aviary. Each group was taken on a guided tour through the aviary, and the habits of the various birds were explained to them. At the same time a progressive game program was held on the center lawn. After lunch a program was presented at the bandstand, followed by races. It was estimated that over 3,000 children visited the aviary on that day.

Special Celebrations in Ann Arbor. Musical activities—an important part of the program of the parks and playgrounds of Ann Arbor, Michigan—culminated last summer in a public concert. The program opened with selections by the combined rhythm bands and continued with numbers by a clarinet trio, string ensemble, wind instrument group, and the recreation summer band.

Over 200 children who participated in the regular supervised program of Ann Arbor's parks and playgrounds demonstrated the training they had received by taking part in the annual pageant sponsored by city recreation leaders. The pageant was entitled "An Immigrant Sees America" and was told by a narrator, with one boy taking a featured role as the child about whom the pageant revolved. The children presented national dances including the Irish, Italian, German, Scottish, Russian, Czech, and Indian.

A Sidewalk Exhibition. The playground season at Reading, Pennsylvania, was brought to a close last summer by an exhibit of myriad multi-colored articles

made by children of the city's thirty-two playgrounds. A unique feature about the exhibit was the fact that the more than 3,000 articles were displayed on a long line of tables along the curb with a sign on each table to indicate the playground where the articles had been made. There were brightly colored birdhouses, a lifelike plaster of Paris mask, a hooked rug, a patchwork quilt, a pair of carved wooden shoes, an end table, a coffee table, and a sewing table on display. Each playground also exhibited quantities of shoe button jewelry, articles made from old store boxes and orange crates, and toys fashioned from inner tubes.

Model Boat Building. The model boat shop of Long Beach, California, housed one of the most popular activities sponsored by the Recreation Commission last summer. Free instruction was provided, and boys of all ages built boats for the cost of material. The aggregate attendance at classes was almost 9,000. Weekly races were held in the Colorado Lagoon, and the winners received points which were applied on the all-city championship.

Street Showers. Still ranking high in popularity is the street shower, which on a hot day in a congested neighborhood is a welcome gift indeed! Last year the Bureau of Recreation in Pittsburgh placed shower sprays in forty-six different loca-

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"Tulip Time"

BACK IN 1927 a teacher in a small town of 15,000 on the shore of Lake Michigan suggested that the citizens adopt a community flower to be placed in mass plantings over the city. This town was Holland, Michigan, and as the name might indicate, ninety per cent of the inhabitants are of Dutch descent. As the idea spread, these Hollanders naturally chose the tulip as their flower. In 1928 the Common Council voted an appropriation for 100,000 bulbs to be imported from the Netherlands and planted about the community under the direction of the municipal park superintendent.

"Tulip Time," the official date to see the tulips in full bloom, was announced for May 1929. The townspeople were delighted with the spectacle and wanted to make tulip planting a permanent community institution, so a Tulip Time Committee was appointed. Through the years there gradually emerged a festival centered about the tulips—a festival including wooden shoes, Dutch costumes, and the revival of old Netherlands customs. A former shoe carver was found; he soon re-

Dancers—three hundred of them—will perform over three city blocks of newly scrubbed pavement. This is a part of the street scrubbing ceremony that will open "Tulip Time" in Holland, Michigan. This year the event will be held May 18-25. A committee of twenty members has been at work for months in preparation for the festival. This article describing the festival is based on material submitted by S. H. Houtman.

established his business, and now he is kept busy all the year round cutting wooden shoes from popular logs.

As the festival grew from one to eight days, it became necessary to establish a business office. In 1939, when a special Tulip Time manager was engaged, the attend-

ance at the festival had increased to over a half a million, and the tulip plantings in parks, yards, and lanes totaled more than three million bulbs.

Tulip Time is conducted by a committee of twenty chosen by the President of the Chamber of Commerce and the Mayor. Its members represent many municipal boards and civic organizations. Because of Tulip Time's educational nature, the school supplies a large part of the leadership for the various events of the celebration. Service clubs originate their own projects or carry out assignments from the general committee. Because public interest is high and commercialism remains low, Tulip Time is freely publicized by newspapers, magazines, and radio. All participation is on a volunteer basis, thus expense is kept at a minimum. Funds are drawn from several sources: the city management and the Chamber of Commerce have included an advertising item in their annual budget for the festival; the balance from gate receipts at Tulip Time applies to general expenses; merchants contribute by the purchase of colored Tulip Time Poster Stamps, which they place on outgoing letters and shipments.

The celebration, for which veritable year-round preparations are carried on, begins on the Saturday nearest the fifteenth of May and continues for eight days. So that every one of the 750,000

visitors expected this year may be properly entertained, the leading citizens of Holland have formed a Dutch Hospitality Club. This group lists all the residents of the community who have spare rooms for guests, and at the club depots scattered throughout the town, overnight visitors may arrange for accommodation in private homes. Three of the spacious passenger steamboats of the Chicago-Duluth and Georgian Bay Line will be docked in Holland's harbor to serve as hotels, providing additional housing and eating facilities.

The Celebration Begins

Although the festival exhibits open at nine o'clock on the first Saturday of the celebration, Tulip Time is officially ushered in at 2:30 in the afternoon, when the Mayor calls for volunteer scrubbers to take part in the traditional street washing ceremony. Citizens rush out into the streets clad in the costumes and klompen (wooden shoes) of their forefathers and carrying brooms and brushes. Water is provided in buckets hung from shoulder yokes. Scrubbing the pavements with soap and water may seem a bit farfetched to the most meticulous American housewife, but many of these housewives were trained in the Netherlands, where the good "huisvrouw" scrubbed not only the doorstep but the entire front of the house and the bricks of the street as well.

At the signal to cease scrubbing, the workers step aside to make way for the town dignitaries. As from a Rembrandt canvas, the Burgemeester and the Gemeenteraad (Common Council) appear for their inspection tour. Then three hundred young people gather in the street. The klomp klomp of their marching wooden shoes increases its tempo and rhythm to that of old Dutch folk tunes as the "meisjes" and "jongens" go into their dance.

These girls are high school students trained by the physical education director. Half of them are dressed in the vivid blouses, wide trousers, and stubby-visored caps such as Dutch boys wear, and the others appear in the costumes of the girls of Volendam, Marken, and Middleburg back in the Netherlands. The girls begin their training in January and by May they have perfected their street dance (which sometimes spreads out over a quarter of a mile) to the point where they can dance without music. Small groups also develop specialty numbers, for when the dancers have no scheduled evening performance, they gather before the Post Office for street dances.

After the wooden shoe dancers comes the Volks Parade, led by the Dutch Delegates (the two most appealing youngsters of pre-school age selected by community competition). Next come the city officials in their authentic seventeenth century costumes, the scrubbers with brooms slung over their shoulders, women's clubs, floats, and bands. Dog-drawn milk carts, milk maids, and old-style wagons add to the traditional Dutch atmosphere.

The Tale of the Tulips

Saturday night (and also on two other nights of the festival) "Tulip Tales" is presented. This is the big dramatic spectacle produced at River-view Athletic Park under the floodlights. The pageant reveals the interesting history of the tulip, and in the first scene against the setting of a forest clearing, Elves-of-the-Wood tell the heroine of the miracle of a drab bulb developing into the beautiful tulip. An immense book forms the background for the next scene as Father Knowledge reveals the history of the tulip. Out of the pages of the book step the characters who introduced the tulip into Europe—the botany professor of Leyden University and the thieves who stole his precious bulbs. As the pages turn, they show how the Dutchmen became involved in the tulip mania that threw their nation into near bankruptcy; they describe the part the tulip played in the court life of Louis XV of France and how the tulip's fame increased in England during Charles Dickens' time. The American scene is climaxed by another appearance of the wooden shoe dancers. This pageant was presented for the first time in 1939, and it met with such acclaim that it has been made a permanent part of Tulip Time.

Sunday Vespers

The religious spirit of the Dutchman is so strong that the inhabitants of Holland frown upon the Sunday operation of the special attractions of the festival. At four o'clock Hope College Memorial Chapel reverberates to the voices of hundreds of Dutchmen singing the Psalms of the Fatherland in their native language. A carillon program on the tower chimes also forms a part of these vesper services. In the evening is scheduled a performance of the high school A Cappella Choir and Orchestra. Young people's groups are now joining forces to arrange for a Community Hymn Sing for this Sunday evening.

Little Netherlands

On Monday the exhibits are open again, and throughout the week visitors may find an almost exact facsimile of the old Holland at Little Netherlands, complete with dykes, windmills, and canals. In one section is a canal boat just passing under a hand-operated drawbridge. The bridge tender is holding out a child's wooden shoe suspended from a stick; into it the boatman must drop a few coppers as toll. From the Delftshaven Church (a reproduction of the famous church where the Pilgrim Fathers held a farewell worship service in 1620) issues the muffled sound of Dutch Psalms. Scattered about the exhibit are a row of small Dutch houses, a typical Dutch farm, and a replica of the Rembrandt house. Beyond this house is a street market where cheese, food and flowers, pigs and pottery and almost anything else is sold. All of the animals, human figures, and woodcraft in Little Netherlands were constructed by these first and second generation Hollanders in Michigan.

The Netherlands Museum is another stopping place for tourists. This folk-museum was founded three years ago by Holland Americans to preserve the history of the Dutch people in America. Among the 5,000 exhibits in the Museum are many legal and historical documents and several primitive, handmade farm implements of the pioneers.

The Festival Continues

The featured attraction on Tuesday is the first appearance in Holland of the West Shore Symphony Orchestra. This orchestra is made up of leading musicians chosen from several towns along the shores of Lake Michigan.

School's Day is on Wednesday, and on this occasion 3,000 Dutch-costumed and wooden-shoed children march through the streets of Holland. Heading the School's Parade is Tyl Uilenspiegel with his donkey. In the native folklore of the Hollander, Tyl is cast in two roles: a roving fool who makes a laughing stock of the town dignitaries who attempt to restrain his antics, and a hero who saved his country during war. The children follow him, representing their various schools in floats which depict activities of the native Hollanders. The parade comes to a halt in Riverview Athletic Park, where the children join in the Volk-Spel, the games of their Dutch forefathers.

Agrarian Day

Agrarian Day or 4-H Day will be held for the first time this year. It has long been the dream of cattle men to hold a Black and White Show—a "home coming" for the Friesian-Holstein cattle, a breed that originated in the Netherlands. As cattle judging is one of the major 4-H accomplishments, the Black and White Show serves as an adjunct to the 4-H Achievement Day. The program includes demonstrations, meetings, and a parade by 4-H members. The climax of the day is a ball game played in native costumes by The Flying Dutchmen, the crack Holland team.

Music at the Festival

Music is as much a part of Tulip Time as the tulips and costumes. The outstanding musical event is the Friday evening concert by the University of Michigan Concert Band, with a review of five hundred uniformed bandsmen under the floodlights at Riverview Athletic Field. The grand Band Review on Saturday also has an important place in the celebration. The three-hour program is packed with color, action, and music, as 1200 men join in precision maneuvers.

At the conclusion of the Band Review on this last Saturday of the celebration, 1500 uniformed young people take part in the climactic costume and band parade which brings Tulip Time to a close for another year. Then the citizens of this small Holland American town in Michigan put away their Dutch costumes and wooden shoes—returning to ordinary life until bulb planting time signifies the beginning of preparations for another festival to honor their national flower.

In an article in the March issue of *The American Citizen* Frank Koskuba describes the scene:

The homes are beautiful; the yards are groomed to perfection and everywhere stately tulips nod a friendly welcome. Masses of vari-colored tulips along the curbs of streets and parkways beckon to you. Beautiful deep purples, a whole block of them, make a lane for you—deep reds for another block—crimson, pink, white, yellow, gold, all colors—eight miles of tulip lanes. These lanes, laid out and planted especially for festival tours fairly glow with colors, while in the background, private homes and even factories vie with each other for beauty in landscaping and tulip plantings.

Summer Recreation in Princeton

By HARRISON MYERS, JR.

Recreation Director
Princeton, New Jersey

IN 1930 THE Parent-Teacher Association of Princeton realized the need for playgrounds in Princeton Borough and Township, with a population of 11,000 people, and raised funds for the maintenance of a centrally located ground by sponsoring activities such as card parties and cake sales. Because of the work they accomplished, civic, religious, and fraternal organizations came forward with voluntary contributions for the following season. The Y.M.C.A. gave the services of a trained recreation director, and the Y.W.C.A. was active in both sponsoring and maintaining the playground.

The Program Expands

In 1933, just three years from the opening of the first playground, the generous financial assistance of many organizations and individuals made it possible to plan for two more playground centers. The borough and township school boards extended the use of the school grounds, and the sites were carefully chosen.

Three years later, borough and township officials offered to contribute substantially toward the amount needed to conduct a playground program. Although this action eliminated the necessity of large contributions from organizations and individuals, the supporters continued to give donations and full cooperation. Each year the borough and township councils have recognized the constructive force of the playgrounds and have increased the appropriation to allow for expansion of the pro-

gram. With the initiation of a community chest fund, the organizations were relieved of any responsibility for contributions, but several groups continued to send money. This fact clearly demonstrates how much the people of Princeton appreciate the recreation program for their children.

Two of the areas are located in the borough, and the third is in the township. One borough playground is for colored children, and it has an attendance of 375. Mrs. Edgar Palmer, an interested citizen, granted the use of part of her property for these children. The other borough area is on the grounds of the Elementary School, and the township playground is also located on school property. All of the areas are open Monday through Friday from 1:30 until 5:30 and from 6:30 to 8:30. Their registers list a total of approximately 700 children, ranging in age from four up to twenty-one years.

Leadership

Each playground has a director and an assistant. A trained crafts director is assisted by a corp

Princeton is one of the many communities which, in the past few years, has become "swim conscious"



of high school students; several adults in the community give their time to the supervision of other activities. Revolving committees of boys and girls assume some of the responsibilities of maintaining an adequate and well kept play area, although a carpenter is employed on a full-time basis to repair the equipment. We have been fortunate in having the assistance of the WPA, which supplies the carpenter and one of the playground directors. The program is supervised by the Y.M.C.A. recreation director and his assistant.

The Activities

Every year, as our experience with playgrounds increases, we see more clearly the need for the right kind of leadership. More responsibility for an activity program rests upon the director if a minimum of slides, see-saws, and swings is provided. Small equipment and crafts materials are highly valuable for a well directed playground.

At directors' meetings the week's problems are discussed and plans for the coming week prepared. The sports activities of the past season included: softball league competition, quoits, zellball, tennis, golf, soccer, badminton, deck tennis, boxing, and ring toss. Tournaments were held in tennis, track and golf. Each playground selected its champion through elimination contests, and a day was set when the champions all met on one of the areas. This practice was continued until each playground had played host. Then the individual and playground champions were selected. The playground scoring the most points was given an ice cream feed. We plan to include competition with the Trenton, New Jersey, Playgrounds in our All-Sports Day next year. Friendly rivalry has been aroused by the game between the Trenton all-star playground softball team and the all-star team from the Princeton playgrounds.

A few of the special activities included treasure and scavenger hunts, picnics, bicycle hikes, and swimming. On hot afternoons a fire hydrant sprinkler system was thoroughly enjoyed by the children. Craft work, storytelling, and dancing proved popular. Several times during the season children from nearby communities came to our playgrounds and spent the day enjoying directed play and the companionship of other children.

Camping. One of the features of the Princeton recreation program is the integrated camp program carried on at a site five miles from the town. The community camp committee sponsors it; the Y.M.C.A. contributes the salary of a trained di-

rector whose staff is composed of boys experienced in camping. A small fee (which is waived in some cases) enables a boy who cannot afford an expensive camp to receive the benefits of camping. Girls have the use of the camp late in the season under the sponsorship of the Y.W.C.A. The colored girls go to camp during the last two weeks under the leadership of the colored Y.W.C.A.

The Community Swimming Program. Each summer a six-weeks swimming program is conducted through the cooperation of Princeton University, which permits the use of the University swimming pool. The program is sponsored by the Y.M.C.A., directed by an executive committee of townspeople and supervised by the Y.M.C.A. recreation director and two assistants. Each year the directors select a trained lifeguard crew from the successful candidates of the life saving classes.

In the past season approximately 300 boys and girls participated, setting a daily average attendance of 175. Because of carefully scheduled classes instructors were able to direct many age groups with varying abilities, but there are not more than thirty-five boys and girls in the pool at one time. This year sixty-two children, ranging in age from five to twelve, registered as non-swimmers. Of this group, fifty-four learned to swim and entered the large pool. The life-saving phase of the program received great emphasis, and the classes were completely filled.

A swimming carnival climaxed the season. The boys and girls sold tickets, the receipts being placed in the swimming fund. All outside exhibitions were barred this past year in order to permit larger participation of the local swimmers. About 150 children entered the races and novelty events, and one of the highlights of the evening was a swimming demonstration by the young beginners.

Princeton seems to have become "swimming conscious," judged by the interest expressed by parents. Here again is evidence of the complete community cooperation in the recreation program. Because of the support of individuals and agencies, swimming was made partially self-supporting. The one dollar fee paid by children for the period included instructional and recreational swimming. (A doctor's certificate was required, but the doctors gave free examinations when children were unable to pay.) The adult season charge of three dollars helped carry the cost of the children's program.

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Hirn-Graf Studios

Marbles— An Old Game

By

G. I. KERN
Cleveland, Ohio

THE GAME OF MARBLES is so old that nobody knows where or when it began.

In the earthen monuments of the Mound builders, the mysterious race that peopled America long before the Indians, flint and clay marbles, beautifully carved and decorated, were found. Stone Age remains in Europe, Asia, and Africa have yielded marbles rudely rolled of clay or roughly clipped from pebbles. The British Museum contains marbles used by Egyptian and Roman children.

Daniel Defoe, who wrote *Robinson Crusoe* in 1720, had the following to say about marbles:

"Marbles, which he used to call children's playing at bowls, yielded him a mighty diversion, and he was so dexterous an artist at shooting that little alabaster globe from between the end of his forefinger and knuckle of his thumb that he seldom missed hitting plumb, as the boys call it, the marble he aimed at, though at a distance of two or three yards."

Marbles used to be made out of alabaster. That, believe it or not, is how they came to be called "taws." This is the way it happened:

Trying to say "alabaster" children said "alley tor," and then just "alley" or "taw." The word "commie" comes from "commonney" which was the "common clay" or baked marble. The word "mibs" represents much the same shortening of the word "marbles."

Marbles Today

In more modern times—at least during the past eighteen years—the increased interest in marbles caused the development of the National Marbles Tournament in which 3,000,000 children of the country participate each year. The game of ringer is used which, according to the encyclopedias, is an adaptation of the oldest marble game played. Sectional finals are conducted in Detroit, Michigan, Cedar Point, Ohio, the Poconos in Pennsylvania, Greensboro, North Carolina, and Wildwood, New Jersey. This year national finals will be conducted in Wildwood, New Jersey, on Friday, June 28th.

Although in England marble playing is a sport of old age as well as youth, in this country the game is confined to children fourteen years of age or younger. With the first warm days of spring, millions of boys throughout the country will be around playing some type of marbles along the curb, in vacant lots, or on playgrounds.

Last February Mr. Kern, who is Supervisor of Playgrounds and Community Centers in Cleveland, sent a questionnaire to recreation directors asking for information regarding the playing of marbles—the type of game used, participation in tournaments and other matters of interest. Through the courtesy of Mr. Kern we are presenting a summary of the study, together with some interesting and possibly little-known facts about the game of marbles and its history.

Some cities provide permanent marble rings in school playgrounds or city playgrounds where the ground is so level and smooth that a stiff breeze will move a marble across the marble ring. This is true of the Roanoke, Virginia, marble rings under the direction of K. Mark Cowen.

But in most cities a stony and rough playground must suffice for marble playing. This has caused some sections of the country to develop an arch shot whereby the marble is shot through the air and hits plumb instead of being rolled across the ground to the object to be hit.

The game of ringer is a tremendously skillful game. Very few boys are capable of putting an English on the shooters, thus producing a back-spin, keeping the shooter in the ring for additional shots. But as marble players near the top of their respective city tournaments, the skillful shots of marbles are learned, and in national tournament play a crack shot can often clean the ring without a miss.

There is great need today for improving the conditions of play and giving the youth of the country an opportunity to develop skill in playing marbles.

Results of a Nation-Wide Study

Of the 212 cities that replied to a recent questionnaire on marbles, 96 per cent reported that children play marbles in their towns, and 4 per cent that they do not.

Seventy-five per cent reported they play ringer, and 25 per cent are divided among the thirty-one other games of marbles.

Sixty-seven per cent reported the game organized on competitive play, with 23 per cent unorganized.

City recreation departments conducted 54 per cent of the tournaments; boards of education, 23 per cent; and other organizations, 23 per cent.

Medals ranked first place in local awards with 44 per cent; ribbons second, with 23 per cent; merchandise with 15 per cent; trips, 16 per cent; and cash, 2 per cent.

Financing of marble tournaments rated: newspapers, 28 per cent; city, 28 per cent; board of education, 12 per cent; civic groups, 10 per cent; and others, 22 per cent.

Of the towns which play ringer, 80 per cent use a 10-foot ring, with 20 per cent using a ring varying in size from 4 to 15 feet.

A list of the many games of marbles played throughout the country follows:

Ringer	Baby in the hole
Fish	Shootus
Pug	Miggles
5 and 10	Mibs
Bing ring	Canoe
Hole	Bull
In the fat	Long shot

Roller holley	Pig eye
Lag	Knucks
Tow line	Keeps
Pooning	Pini in the hole
Bunny in the Monk	Chase
Pot	Boston
Chinese	Roro
Pitch to line	Roto
Bowling	Sin-sin

The Program in Cleveland

In Cleveland the game of ringer is played in the various schools during April and May. The boys use a ring 10 feet in diameter, while the girls use a 7 foot ring. A games committee of pupils is organized in each elementary school, and a tournament is planned to determine the room champion. The room champions then meet to determine the school champion. The schools are grouped into districts, and the third round of play results in designating the district winners who finally meet to decide the city championship.

The tournament is sponsored by the *Cleveland Press*, a local newspaper, and the following awards are made: room champions receive a bronze medal; school champions, a silver medal; district champions, a gold medal. City champions, a girl and boy, are taken to the national tournament. Throughout the county approximately 60,000 boys and girls participate in match play. A special effort is made to improve the playing space by sweeping and rolling.

This year demonstrations will be planned for the various districts.

"The game of marbles must have been played by boys of ancient lands in the earliest times, probably as soon as it was discovered that round pebbles would roll along the ground. It is likely that the boys in the first colonial settlements of America played some form of marbles. There is warrant for the assumption that the youngsters of colonial New England contrived marbles of baked clay and taught their youthful Indian playmates the game in exchange for instruction in shooting the bow and arrow.

"Many kinds of marble games have been played in different countries and different periods of time. The game, like all other recreational activities that have survived through the passing of time, has been developed and perfected from what must have been a simple, primitive form. The fertile mind of eager youth was doubtless quick to invent new forms of play from generation to generation."—From *Parks and Recreation*.



Dayton's Harmonica Band

By NORMAN SULLIVAN
Director of Music
Dayton, Ohio

HARMONICA PLAYING and study has a definite, established place in the playground movement, and methods of teaching can be had free of charge from the leading manufacturers. When getting material for our band in Dayton, we do not pick boys and girls who already play; for once they are on their way, there are plenty of outside agencies to take care of their advancement. Remembering that our purpose in this field is to interest boys and girls in music, we start from scratch and select boys and girls, ten years of age and older, who cannot play.

These children furnish their own harmonicas in a standard key. After completing a short course in elementary music, they are encouraged to take up an advanced type of instrument, the chromatic harmonica. If successful after a period of training on this harmonica, they are admitted into the membership of the Dayton Civic Harmonica Band.

They serve an apprenticeship in this band for a period of six months before they are permitted to make public appearances with the group. During this time, the instructor is endeavoring to obtain uniforms for them. In the Civic Band, they are encouraged to form friendships, and the first duty of the instructor himself is to make friends with the students. They have an opportunity to group together in sextettes, thus giving separate performances on their own occasionally.

The set-up of the band is built upon an ideal—the wish of providing every possible advantage for these boys and girls with a minimum amount of expenditure on the part of the individual or his family. The child is encouraged to earn his own harmonica rather than asking Dad to buy it for him. The band, with a total membership of sixty, earns money by performing in churches, schools, and civic clubs. In the event a concert is given in

a school, it is usually sponsored by the P.T.A. or a similar organization, which does the advertising and ticket-selling and shares in the proceeds. The prices are fixed according to the approximate standard of living in the neighborhood, and playground performances are naturally free to the public.

The band has its own president, secretary, and treasurer. What do they do with the money? Take a look at the picture. These are special harmonicas used for certain effects. The girl on the left holds a professional model. Ten of these are used in a band of sixty, and they retail at six dollars. The boy on the left has a double-bass, which takes the place of a bass violin. Fourteen double-basses are required for the band. The center boy has a professional model. The boy on the right has a chord harmonica, whose length makes it a rarity in the United States. This harmonica has forty-eight different chords, consisting of major, minor, augmented, and diminished. It was purchased by money earned by the band for the sum of forty-two dollars. It replaces the piano when we are unfortunate enough to appear where a piano is not tuned to standard pitch. The chord is practically indispensable in sextette work. The girl on the extreme right holds a number eight Polyphonia. The polyphonia is the harmonica that is used for the runs or fills that give background and color to any harmonica selection.

The harmonica band fills a place in our musical picture that is needed in any community. The children learn the fundamentals of music and playing with a group. Then they may graduate to standard orchestral instruments. It is interesting to note that the only ones who dropped out of the original band, which was formed two years ago, have taken up standard instruments.

WORLD AT PLAY

Recreation and Tax-Delinquent Land

BECAUSE of a "laboratory experiment with evaluation of city property," the City of Royal Oak, Michigan, has found it profitable to continue the development of parks and playgrounds on tax-delinquent lands. The experiment: The city increased a park area around a school and improved streets and utilities in the surrounding district. Result: Adjacent property values rose and home building in those sections boomed. At present, Royal Oak is preparing to lay out eight new parks and twenty-six neighborhood playgrounds on tax-delinquent areas.

As another example of what is happening with tax delinquent land, the City Council of Dearborn, Michigan, withheld 350 acres from tax sale as possibly being useful for recreation or school purposes. The Recreation Commission is studying the situation with the City Plan Commission,

and it is possible that part of Dearborn which has been subdivided but little built upon will have adequate play space.

Digging Up Garden "Prospects"

WHEN the Director of Recreation in Linden, New Jersey, Mr. Frank Krysiak, decided that a garden club might be a desirable addition to the community's recreation program, he was faced with the problem of finding the people who might be interested in the activity. In a search for "prospects," he went to the building inspector and secured a list of all the new homes built within the past eighteen months. There were over three hundred. Next he talked with the librarian, an unusually social-minded woman, and she prepared for him a list of people who had taken out garden books in the past year. To these lists of people Mr. Krysiak sent a letter regarding the organization of a garden club.

Twenty-fifth National Recreation Congress Cleveland, Ohio

September 30--October 4
Nineteen Hundred and Forty
Headquarters: STATLER HOTEL

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for exchanging in-
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rience on recreation*

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- ¶ Come and make your experience available. Come and get ideas and inspiration for your work. Volunteer or professional worker; public or private agency—all are welcome!
- ¶ The Congress is the meeting place for all who desire to confer on any phase of recreation.

Further Information:

National Recreation Association
315 Fourth Avenue
New York City

Annual Meeting of the American Association for Adult Education—The American Association for Adult Education will hold its fifteenth annual meeting at the Hotel Astor, New York City, May 20-23, 1940. Among the speakers will be Charles A. Beard, the historian, Dorothy Canfield Fisher and Louis Adamic, authors, Robert M. Hutchins, President of the University of Chicago, Mildred McAfee, President of Wellesley College, and Harry Overstreet, author and philosopher. The general theme is to be "The Democratic Way—an Educational Process," and the four days will be filled with nine general sessions, forty-five section meetings, two luncheons, and a banquet. There will be no registration fee.

Among the meetings of special interest to recreation workers will be one scheduled for Monday afternoon, May 20th, on "Recreation in Adult Life," at which Mrs. Eva Whiting White of Boston, Reynold Carlson of the staff of the National Recreation Association, E. Dana Caulkins, Superintendent of the Westchester County Recreation Commission, and Mark A. McCloskey of the New York City Board of Education will speak. There will also be a meeting on Monday afternoon on "Planning the Community School."

New Streamlined Horseshoe Announced—

The age old game of horseshoe pitching is being streamlined, and it is in the shoes themselves that the modern touch is most noticeable. The Diamond Super Ringer Horseshoe, manufactured by the Diamond Calk Horseshoe Company of Duluth, Minnesota, is the most recent accomplishment of the Diamond designers. The cadmium and copper plating finish is an exclusive Diamond finish which makes the Super Ringer outstanding in appearance as well as in performance. According to the company, horseshoe pitching fans report that the new shoe is productive of more ringers and fewer of the hit-and-run shoes which twirl the stake for a few revolutions and then depart in other directions. Furthermore, the manufacturers state, the Super Ringer is drop forged from a specially developed tool steel, which means a definite improvement not only in lengthening the life of the shoes, but in affecting the way they act when thrown. Other items manufactured by the Diamond Calk Horseshoe Company include many styles and models of pitching shoes, official courts, stakes, stake holders, score pads, rule books, and instruction booklets.



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Public Recreation in Toledo—Public recreation in Toledo, Ohio, according to Gordon Jeffery, Director of Public Welfare, does not cost more than one-tenth per cent per capita. The city now has 23 public parks with 1,569 acres of land which are a permanent investment in recreation. In the past few years many improvements and additions have been made, among them a new swimming pool and bathhouse in Scott Park, four rubble stone park shelter houses, four comfort stations, and a new athletic field. One of the park golf courses has been enlarged, and a number of small lakes have been constructed for fly casting and skating. Fifty new concrete tennis courts have been constructed in a dozen parks. An amphitheater has been built for outdoor concerts in Ottawa Park, and picnic facilities have been multiplied. A new skating rink has made possible ice hockey.

"Recreation is making Toledo a much better place in which to live."

A Tribute to Jefferson F. Meagher—At the first annual dinner of the Binghamton, New York, Junior Chamber of Commerce held in January, the first distinguished service award of the Junior Chamber of Commerce was presented to Jefferson F. Meagher, attorney, for his outstanding work in connection with the Binghamton Recreation Association and its drive for the inauguration of a city-wide public recreation program. "At a time when economy is a large word and when there is a tendency for competent administration to be hampered by political consideration," said Mr. C. M. McLean, chairman of the committee selected to name the recipient of the award, "Mr. Meagher did so skillfully and convincingly present the needs for supervised playground activity that through the joint effort of the city and the Department of Education a beginning was made for a creditable program under a supervised plan."

Preparation for Acquiring Recreation Areas

(Continued from page 67)

the north of the center of the property on Pemberwick Road. Convenient to the entrance and to the proposed playground shelter is a special section for pre-school children. This area is enclosed by a hedge and should be equipped with benches for mothers, junior apparatus, and similar equipment, and open space should be provided for informal games.

A shelter house is suggested, with toilet facilities, an activities room, a director's office, and adequate storage space. On the axis of the building a wading pool 30' x 50' has been indicated on the plan. When drained, this pool can be used for many other activities. Close to the shelter house a shaded area for crafts and quite games has been suggested.

Immediately in front of the shelter house the plan shows a fenced, hard-surfaced area. This is a particularly valuable facility because of its multiple use possibilities. Here various game courts such as badminton, paddle tennis, volleyball, basketball, softball, and hopscotch, can be set up. The area can also be used for roller skating, social dancing, and many other types of activities requiring a surface of this nature. A section also provides a fenced area for informal games and apparatus for older children. In the extreme north corner of the property facilities have been introduced for boccie and horseshoes. A path extends to the tennis courts located in the northeast section of the property.

The various ledges and natural hillsides of the area have been developed into a series of picnic sites connected by numerous trails. On the highest point an overlook can be used for a picnic shelter in case of rain. This point offers an excellent view of the surrounding territory.

The cultural phases of recreation have been considered by the introduction of an amphitheater located on the west boundary of the land. The treatment of the amphitheater conforms to the natural features of the area; even the stage wall and wings are designed in an irregular pattern. No permanent seating is suggested as the natural turf bank can be used for the auditorium. The stage floor is also of turf.

The fine spring and brook on the property have been carefully preserved, arrangements having been made to cap the brook as it flows through the field game area. A reflecting pool has been constructed in the wooded area to increase the aesthetic appeal. A council ring is provided on the upper level for fireside activities.

The winter sports aspect has not been forgotten, and a ski-slide and coasting area have been suggested. The level section can be flooded for skating.

Splendid opportunities for recreation are often overlooked by municipalities because on first observation the land in a proposed development seems utterly unsuitable; careful study alone discloses the full possibilities of an area.



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Now That Day Camping Has Come of Age

(Continued from page 74)

were not readily obtainable and, as a consequence, thousands of eager children were led among trees which had no names, no identity; past plants which had no uses or significance for them; over hills and into valleys which had no explanation for existence, and by rocks and stones devoid of fascinating history! Today, however, this need not be true. A good naturalist necessarily adapts his methods to the children. How many stories a good naturalist can tell interestingly and without embellishment!

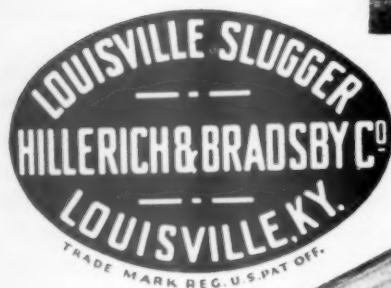
A child cares less than nothing about jewel weed ("touch-me-not") until he is shown how the remarkable seed pod "explodes" upon being touched. Suddenly he is interested, and then the leader may tell exactly what happens to cause the phenomenon. That is education. A broad-leaved plantain may not be remembered by children until they are shown that little game, "How many love me?" The leader illustrates by asking this question, then stoops to pluck the leaf off close to the ground. He stands erect and displays the result. Several tiny hairlike strands are to be seen, and equally evident is the interest in the faces of the children! Now they will remember and recognize the broad-leaved plantain. A basswood tree may remain forever nothing but a tree to children until they are shown the extraordinary strength of the inner bark and perhaps permitted to weave a strand of rope "like the Indians used to do." The common mullein plant may prove to be of amazing educational value if the leader uses some of the leaves to make a delicious tea at the dinner period. Children are delighted with this, and the good leader takes advantage of their attention to point out many valuable or edible plants.

The plant called "stinging nettle" will be an excellent opening for a valuable discussion on poisonous plants. Calling for a volunteer from the group (boys are always willing if assured the pain is only short-lived), the leader suggests that he permit himself to be "stung." After this the children will be eager to listen to tales about poison sumac and poison ivy, and the scientific conclusions are welcomed by them.

If a leader discusses a fossil cephalopod or brachiopod or trilobite, or whatever kind of fossil animal he may have previously found, by calling it "Oscar," he will find the children anxious to see

(Continued on page 120)

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To solve community problems
To safeguard democratic institutions
To improve family life
To promote recreation and good health
To encourage cooperative activities

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Parent-Teacher Association Officers
Leaders of Youth Clubs and Activities
Directors of Recreation

Dr. Francis L. Bacon, Principal of the Evanston, Illinois, Township High School says, "The current issue of your magazine came to my desk this week. I carried it home and pleasantly, I believe profitably, too, spent an evening reading the entire contents.

"Permit me to express my appreciation of the increasing value of this unique periodical. I could ardently wish that every school library possess one or more subscriptions. It would seem, too, that civics and guidance teachers might well utilize the magazine as reference material for students.

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Nat. Rec.

Ella Strong Denison



ON MARCH 13, 1940, the recreation movement lost one of its early friends and one of its pioneer workers in the death of Mrs. Ella Strong Denison of Denver, Colorado, and San Diego, California. Mrs. Denison was interested in the local recreation movement in Denver, Colorado. She attended the Richmond, Virginia, Recreation Congress in 1913. She was elected a member of the Denver School Board in 1921.

In memory of her son, Dr. Henry Strong Denison, who studied at Cornell University, Mrs. Denison established a \$50,000 Trust Fund, the income from which is used to meet the cost of apprentice fellows gaining experience and training in the recreation field.

Mrs. Denison was for years a regular contributor to the Association and one who took a personal interest in its work, visiting the office of the Association to talk about recreation problems. Mrs. Denison believed particularly in making government work in recreation effective.

Mrs. Ella Strong Denison's daughter, Mrs. John D. Jameson, is a member of the Board of Directors of the National Recreation Association.

Specify

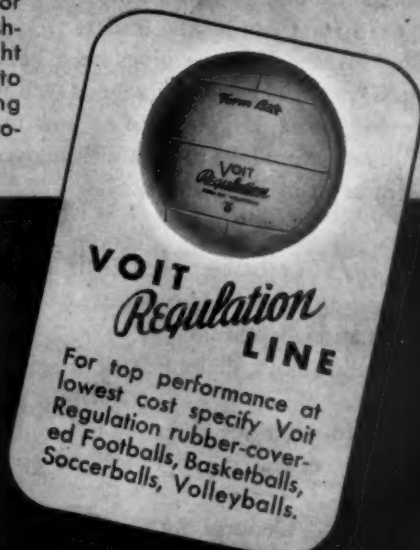
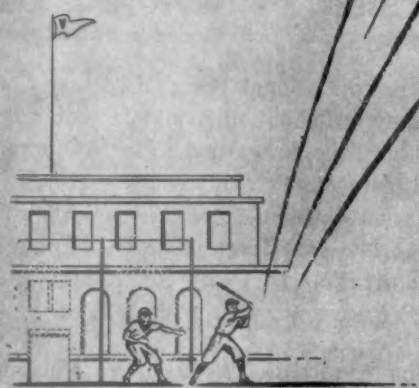
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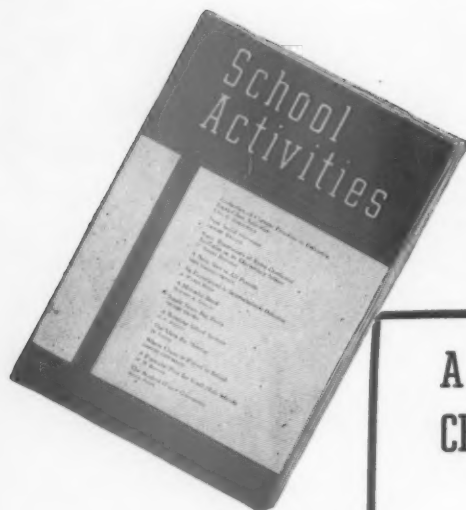


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Now That Day Camping Has Come of Age

(Continued from page 116)

it. Having finally seen the fossil they want to know all about it, and the entire field of geology is opened for them by the leader.

Thus Mother Nature gives us a beautiful language. And when this language is well interpreted and wisely used, the question of how much information on nature lore to give the children becomes "how much time is available?"

A Tribute Through Play

(Continued from page 80)

Proclamation by the mayor.

Radio talks, skits, dialogues, or music.

Sermons.

Talks before service clubs, P.T.A.'s, Chamber of Commerce, and in neighborhood groups.

General Suggestions

These suggestions relate to planning and carrying out the day's program.

Organize local committee to plan the program of activities.

Send plans to National Joseph Lee Day Committee. Any information available that might be helpful will be forwarded to local committees. Keep all plans simple and joyous.

Record what is done. Send full reports and pictures to National Joseph Lee Day Committee. Use the occasion to focus community attention upon the present and future needs of the city.

Helps Available Through the National Recreation Association

Brochure giving biographical sketch of Joseph Lee, suggestions for commemorating the day, characteristic ideas, ways, and sayings of Joseph Lee in addition to incidents from his life. Limited supply.

Copies of *Reader's Digest* article "Godfather of Play."

Pageant—"The Pursuit of Joy."

Pictures—a few photographs and reprints from RECREATION showing Mr. Lee in sitting and standing positions.

"The Ballad of Joseph Lee"—a pageant in two episodes with short sequences which will make it possible for local groups to make omissions or

substitutions. A speaker and small chorus are used.

Special issue of RECREATION* devoted to Joseph Lee. The main facts about his life and work as well as many comments by his friends make this the most valuable source of information.

NOTE: These materials should be ordered as soon as possible from the National Recreation Association, 315 Fourth Avenue, New York City.

Doing It the Joseph Lee Way


(Continued from page 81)

under the stars, and dancing on the moonlit beach, when the tide was out and the sand was as smooth and hard (almost) as a ballroom floor.

My father would not have objected to stories of a hero but he would have abhorred any idea which created a bloodless, sentimental stereotype, or any method of forcing a form of expression on the children. In this connection, Washington is a case in point. My father admired Washington tremendously, but realized his low visibility as a hero, especially as presented to children. Once when I was teaching, he helped me to pick out incidents from Washington's early life which would appeal to the dramatic imagination of children, and thus help Washington to come alive; as, for example, the time when he carried a message through the trackless forest to the French Fort on the Ohio, swimming a river and spending the night on an island without a fire, for fear of the Indians. He knew that the cherry tree story was not only untrue, but would carry little or no appeal to the normal red-blooded child. He felt that Parson Weems had a lot to answer for.


Once, when I was in Normal School, my father made an address to the class. Afterwards several of my classmates spoke to me saying how surprised they had been at the way he looked. "Why," they said, "we had pictured him as looking sort of like Henry Wadsworth Longfellow, with a long white beard!"

And so I say, don't let him grow into a Department Store Santa Claus, with nothing but a white beard and a reputation for benevolence to recommend him, nor yet into the "cherry tree" type of childish hero. He liked people who were "fierce" and "sassy" and had "punch," pictures and dances that had "zip," and jokes that "caught you under the fifth rib" and woke you up laughing in the middle of the night. I have never known anybody



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The other day, I was at a party where many waltzes — the gay Viennese sort — were played with real spirit by a Polish orchestra. Afterwards a friend of mine and I sat bemoaning the fact that our partners could not *really* waltz. "Well, you see," she said, "we compare it to those wonderful parties at Camp, when we all went wild, waltzing. And of course nobody could waltz like your father!"

One of my father's favorite expressions about a speech, a conversation, and the like, was "a song and dance." It seems to me somehow symbolic of his attitude towards life.

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Pageantry on the Playground

(Continued from page 78)

This year the festival will be called "Americans All." The climax of the series, it will show the process of making many peoples into one.

Bibliography

Below are listed articles on pageants and festivals and their production which have appeared in RECREATION from time to time.

Boston Revives the Medieval Pageant Wagon by Margaret Caswell. July 1934.

Heigh-Ho for a Merry Spring by Augustus D. Zanzig. April 1935. (Also available in reprint form from National Recreation Association for 15¢.)

Suggestions for a simple pageant.

The Magic Dell. April 1938.

A festival in Los Angeles, California, which brings to a close a season of playground events by making use of the abilities developed through plays, dances, music, handcraft, and other activities conducted regularly at municipal playgrounds.

Plays and Pageants for the Playground by Helen Board. July 1933.

Producing the Playground Pageant by Jack Stuart Knapp. August 1936.

Offers practical suggestions on how to plan, write, organize and produce a playground pageant. Pageant

outline included for story of Rip Van Winkle.

Start Your Planning Now for the Summer Closing Festival. June 1935.

When the Finale Is a Pageant. May 1938.

This is an article summarizing a number of playground pageants presented by recreation departments throughout the country. Includes brief description of pageant "Recreation, Ancient and Modern" presented by Union County, N. J., Park System; a folk pageant telling history of Reading, Pa.; a musical review, "King's Court," put on by Artists' Club of the St. Paul, Minn., Parks and Playgrounds; Cinderella pageants produced at Kenosha, Wis., and Lansing, Mich., and others. All adaptable for production in other localities.

You Asked For It! March 1939.

Advice and suggestions sent to a Recreation Department asking for help with a playground pageant.

Bulletins issued by the National Recreation Association on this subject include the following:

A List of Plays for Children from Five to Fifteen.

Free on request. A bibliography including formal plays, pageants, and festivals.

Lists of Pageants, Masks and Festivals—With Organization Material. 15¢. Includes listing of pageants. Also offers an outline to be followed in the writing and preparation of a pageant.

Safety Versus Lawsuits

(Continued from page 91)

then discovered that by wrapping an iron band around the storm drain and extending this iron band about ten feet in the air, a sufficiently strong structure resulted, so that the sign would stay in place several years. Of course, the signs themselves will, and do, require occasional repainting. But that is true of signs everywhere.

"It can't be done"—"It's impractical"—"Kids are bound to get hurt"—these are a few of the standard answers you get when you try to put over a safety program. Pay no attention to them. Be convinced in your own mind that it is practical to do these things, and that it is, on the contrary, the height of impracticality not to.

As to signs, there are generally speaking four distinct types: first, those which are a plain statement of fact, such as "WATER ONLY TWO FEET DEEP"; second, those which are opinions, such as "THIS AREA SAFE FOR SWIMMING BUT UNSAFE FOR DIVING"; third, those which call attention to the law, such as "DIVING FROM THIS WALK PROHIBITED BY LAW. ORD X-554"; fourth, those of a general advisory or exhortatory nature, such as "BE CAREFUL," "DON'T SPOIL YOUR VACATION BY GETTING HURT," "IF IN DOUBT CONSULT YOUR DIRECTOR," "SEE THE DIRECTOR, HE IS HERE TO HELP YOU."

Magazines and Pamphlets

Recently Received Containing Articles of
Current Interest to the Recreation Worker

MAGAZINES

The American City, January 1940

"Designing a Swimming Pool" by Arthur A. Cassell

Beach and Pool, January 1940

"Swimming Pools for Organized Camps"

"Pool Facilities are Public Necessities" by L. F. Vockenson, F. W. Kerr and G. F. Wright

The Camping Magazine, January 1940

"A Survey of Camp Problems" by Paul Schuman

"Even Rocks Tell Their Story" by Cornelia Cameron
The place of geology in camp

"Making Molehills Out of Mountains" by Frances Marie Tappan. Mountain climbing in the camp program

"Caring for Boats in Camp" by Marjorie Camp

"Nocturnal Hunting" by Frank S. Oehr. Hunting with flashlight and camera

Character and Citizenship, January 1940

"Recreation in Church and Community" by Charles D. Giaque, Raymond W. Porter and H. D. Edgren
—an appraisal by Dr. Philip L. Seman

The Journal of Health and Physical Education, January 1940

"Music in the Gymnasium" by Norman Lloyd

"Reducing Health Hazards in the Swimming Pool" by Wallace A. Manheimer

"Snow or Straw—We Ski!" by Luell A. Weed

"Co-Recreation in Physical Education Programs" by G. M. Gloss

"Skating as a Physical Education Activity" by Carita Robertson

"A List of Films on Skiing" prepared by Lawrence E. Briggs

Journal of Physical Education, January-February 1940

"We Need a New Diving Board." Discussion of selection, installation and maintenance of diving boards, here related to Y.M.C.A. swimming pools

The Nation's Schools, January 1940

"Basketball Ethics for Coaches" by John J. Gallagher
10-point program recommended by the Coaching Ethics Committee, National Association of Basketball Coaches

"Technic for Mimeograph Paper" by John I. Russell.
A helpful article on mimeographed papers

Parks and Recreation, January 1940

"Winter Sports in Southern Cities" by Harold Mott

The Red Cross Courier, January 1940

"Skiing—How Patrols Protect the Devotees" by L. M. Thompson, M.D.

Safety Education, January 1940

"Play Safe." Safety related to the school gymnasium and pool

Scholastic Coach, January 1940

"Planning a New Lighting System" by John T. Bailey

"Building a Cinder Running Track" by John J. Mundinger

"Floodlighting Survey" by Ralph A. Piper

"Kansas Basketball Evaluation Study" by V. W. Lapp, F. C. Allen and E. R. Elbel. A systematic



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method of rating the all-around ability of individual players

School Activities, January 1940

"An Experiment in Creative Dramatics" by Beryl M. Simpson

"Plan a Play Festival" by J. J. VerBeek

"Hand Puppets Enlarged" by W. M. Viola

"A Valet Club" by Ann Ruth J. Houston. An article on a boys' personality club

Service Bulletin, January 1940. National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation

"Introducing Boys and Girls to Co-Recreation" by Eleanor W. Chamberlin

PAMPHLETS

Per Pupil Costs in City Schools, 1937-38, by Lula Mae Comstock. Pamphlet No. 86. Office of Education, United States Department of the Interior, United States Government Printing Office, Washington, D. C.

Community Living in a Low-rent Housing Project by Howard L. White. Federal Works Agency, United States Housing Authority, Washington, D. C., February 1940

Community Theaters. Reprinted from Building Types Section, *Architectural Record*

Winter Sports Round Up. United States Travel Bureau, New York City

ANNUAL REPORTS

Bureau of Recreation, Department of Public Works, Pittsburgh, Pa.

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Long Beach, California, Recreation Commission
Playground Division, Chicago, Illinois
Mount Vernon, New York, Recreation Commission
Recreation Department, Belleville, New Jersey
Milwaukee Municipal Athletic Association
City Manager, Berkeley, California (contains report of
Recreation Department)
Bureau of Recreation, Irvington, New Jersey
Board of Recreation Commissioners, East Orange, New
Jersey
Public Recreation Commission, Cincinnati, Ohio
Board of Park Commissioners, Hartford, Conn. (con-
tains report of Division of Recreation)

An "All-Purpose" Dance Costume

(Continued from page 82)

The same costume, by the addition of simple accessories, is also worn in playground pageants, pantomimes and season recitals. Does your program call for an Indian costume? Have the children who will represent the Indians sew red and orange paper fringe on the bottom of the skirt and down the sides, using big stitches that may be quickly removed. Corn, acorns and seed make excellent "beads"; an elaborate "feather" head-dress is fashioned from paper and lip stick "paint"—and there you are with a big "Whoop." A little Dutch girl? Just a paper apron with paper tulips pasted on a Dutch cap of paper, and perhaps yellow paper braids. Old Spain? A bolero of cambric, a cardboard comb with flowers, a fan of paper and a bright sash from some cherished scarf at home.

Any number of ideas will be suggested by the children and may be easily adopted for any character or occasion.

In the spring fairy tale pantomime tournament held in Memphis last May, over 1,000 of these costumes were worn by the children. They represented every known character in Fairyland, and the Memphis playgrounds were truly enchanted places with bees, butterflies, flowers, witches, angels, goblins, elves, dwarfs, raindrops, wind, fire and dragons scattered about the green. But the nicest part of the "Make Believe" was the fact that all the accessories had been made by the children themselves under the supervision of the directors. Each child furnished the necessary material for her own accessories, and the completed articles became her property. Many a backyard theater developed from this, and for weeks after the community center or playground program is a thing of the past one may encounter characters from Fairyland in almost any locality for the children take with them into their home the best of that which they receive on the playground.

A Symposium on Playground Activities

(Continued from page 103)

tions in the city. Any group may make application to the Bureau for a street shower. After investigation of the site permission is given. The Fire Department cooperates by passing judgment as to the use of the hydrants and by demonstrating how the sprays are attached. Responsibility for the loan is taken by one person of the petitioning group; he fixes the shower and reducer on the fire hydrant and later removes it.

Permits were issued last year by the Bureau of Recreation of Philadelphia for the operation of 1,403 sprinklers for two one-hour periods daily during the summer months. This involved the use of approximately 2,800 hydrants each day. The street showers were operated by WPA workers, private agencies, and private individuals.

Here Comes the Parade! The Recreation Department of Salt Lake City last summer cooperated with the Covered Wagon Day Committee by conducting a children's parade. Inaugurating the four day celebration, children from every part of the city presented "Around the Year with the Playground Child." Each playground depicted all the activities that occurred during one particular month. The result was novel and impressive.

A parade was again featured in the closing event of the city's summer playgrounds—a children's World Fair held at one of the parks. Each playground had a side show of its own and charged a penny admission. The side shows opened at 6:00 o'clock; at 7:15 came the parade of performers followed by a performance in three rings.

The city playgrounds of Lansing, Michigan vied with each other in providing interesting and unusual floats for their annual playground parade last summer. The parade, sponsored by the City Recreation Department and the Board of Education assisted by the WPA, was over a mile in length. It was instituted as publicity to arouse interest in the annual playground circus the following week. The youngsters' offerings in circus and Mother Goose themes, patriotic displays, and comedy drew laughter and favorable comments from the thousands of spectators. Following the high school band came the city playground "jallopy," "the craziest thing on wheels." Floats patterned on the circus theme displayed a galaxy of clowns, elephants, a bull, a live bear and live

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PROF. L. K. HALL, Director

263 Alden Street, Springfield, Massachusetts

monkeys, and a mounted tiger with a crew of "African" huntsmen. There was an old-fashioned barn dance on one float; a Noah's Ark scene, Spanish señoritas, a boxing scene, and a Maypole on others. Mother Goose was represented by Old King Cole, Little Miss Muffet, and the Pied Piper. One playground produced an impressive entry labeled the "peace truck" which showed the fruits of war and peace.

Summer Recreation in Princeton

(Continued from page 108)

Community Nights. About midway in the season each playground presented a community night program, attended by parents and friends of the children. Many times the parents as well as the children contributed special entertainment. The eight-week playground season was informally ended with picnics for all registrants. A final community night program, held on the grounds of the Princeton University Baseball Field, formally closed the season. The three playgrounds provided the entertainment, which consisted of dancing, singing, and puppet shows. An exhibit of the playground craft work was on display. Speakers representing borough and township were presented, and the American Legion Junior Drum and Bugle Corps paraded. The attendance was so great that the use of an amplifying system was necessary.

Looking to the Future

Knowing that we must do more in the future to meet the needs of the young men and women and adults of the community, we are constantly trying to improve our program. At present adults participate in swimming and a softball league com-

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Thomas K. Cureton, the foremost Aquatic writer in America, gives a Digest of the Standards for Progressive

Tests in Beginning Swimming, and a Ten-Year Review of Scientific Aquatic Studies.

Nathan Kaufman, Recreation Supervisor, Allegheny County Parks, tells you how to stage Water Pageants, Diving Meets, etc. He tells you what has been done, and gives you details, with illustrations, about some of the most successful water-pageant staging ever accomplished. He also gives you guidance on water Games.

E. P. Wagner, whose construction company has built more pools than any other one firm, describes "Construction of Swimming Pools."

Leo Parker, for more than twenty years a legal authority on the subjects, explains "How Swimming Pool Owners May Arrange to Avoid Liability for Injuries to Bathers."

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posed of eight teams sponsored by the Y.M.C.A. The Board of Education has granted the use of the eight tennis courts of the Princeton High School as well as the school area for softball. We are planning to use part of the field for badminton, quoits, and horseshoes, games which are popular and which afford exercise and opportunities for social contact.

A petition for another playground was received at the close of the past season. A survey was taken of the district, and the results will be studied by the playground committee.

General Summary

Our program, we believe, is based on democratic principles, because of the active interest of many organizations and individuals in Princeton. If we have obtained a measure of success, it is almost entirely due to their willingness to cooperate. Full credit for the work belongs to these local bodies: Y.M.C.A., Y.W.C.A., Princeton Borough, Princeton Township, Princeton University, and Princeton and Township Boards of Education, and about twenty-five religious, social and fraternal organizations. The recreation pro-

gram of playgrounds and swimming comprises the major summer activity of the Y.M.C.A. and the Y.W.C.A. The executive committee is composed of members of the above organizations.

Each year we have endeavored to enlarge and extend the scope of activities to include more varied age groups. However, the program is not perfect and we hope that in the future it will continue to grow in usefulness and merit the support of the parents who say, "My children didn't want to leave Princeton this summer because of the playground and swimming activities they would miss."

Hist, the Big Top!

(Continued from page 94)

by the way, proved such a success that we included it in our final evening performance. Other numbers perhaps too subtle for children, too simple for adults were treated accordingly. In every case the "punishment always fit the crime."

The plan of the circus to summarize, was a complete cross-section of settlement work and settlement membership, a complete development of individuality for the benefit of the whole.

New Publications in the Leisure Time Field

Favorite Songs and Play Party Games

From the Ritchie Family, Viper, Perry County, Kentucky. Cooperative Recreation Service, Delaware, Ohio. \$.10.

THERE ARE six songs and six games with music in this booklet which has been made possible through the efforts of the Ritchie family. Each evening "at the edge of dark" this family gathered to sing the songs of the Kentucky mountains. As young people Mr. and Mrs. Ritchie loved to go to "plays" where everyone joined in singing games. That is why this "singing family" has helped to preserve so many of the traditional songs and games of the Southern Highlands.

Children and the Theater

By Caroline E. Fisher and Hazel Glaister Robertson. Appendix by Edith W. Ramstad. Stanford University Press, Stanford University, California. \$3.00.

THIS VOLUME, based on eight years of experience in Palo Alto Children's Theater, is concerned with performances by child actors for child audiences and not adult acting for children. For this reason it has a much wider application in educational and recreational fields and will be of great interest to recreation workers. It presents the technique of play participation at the level of the child and is a practical handbook for selecting, casting, and rehearsing the play, including dressing the child and the set, with the attendant problems. The book with its attractive illustrations is an important contribution to the literature on children's theaters.

Circle Left!

Collected by Marion Holcomb Skean. Homeplace, Ary, Kentucky. \$.50.

RECREATION WORKERS will welcome this new contribution to folk play lore from the Kentucky mountains, the purpose of which is to record a bit of the rich folk culture of the Kentucky mountain people—"the quaint teasing, the boisterous chasing, the make-believing, and the happy singing of youth." The games described by Miss Skean have been played for generations in the region. Some are familiar throughout the whole country; some are peculiar to this setting. Many are definitely of old English origin, while others are pure American folk play. All are games of whose origin even the old folks know little or nothing.

More Than Mere Living

By H. Thompson Rich. Whittlesey House. McGraw-Hill Book Company, New York. \$1.75.

IN THIS BOOK the author tells how he and his family for years have lived on a scale two or three times their income and have kept their bills paid. The formula? "Ease off on many of the things that really don't matter, and bear down on a few that do." And what has this

formula brought Mr. Rich and his family? Life in the country; vagabond vacations; a European trip; a yacht, though not streamlined; armchair traveling, and all the other delightful adventures that are possible if one knows how to get a lot out of life on a little.

Pottery of the American Indians

By Helen E. Stiles. E. P. Dutton and Company, Inc., New York. \$2.50.

IN THIS VOLUME the author teaches the history of a people through an examination of their pottery, showing how all the materials used are those most easily obtainable and how the designs interpret symbolically the emotions, ideas, and religion of the people. She tells how pottery is made, the tools employed, and the objects, animals, and ideas that inspire the designs. The fascinating photographs which accompany the text cannot fail to capture the imagination of the school children for whom the book is intended.

How to Play Winning Checkers

By Millard Hopper. Simon and Schuster, New York. \$1.50.

HOW MANY PEOPLE know that the game of checkers dates back to the year 4000 B. C. and that the earliest modern book on the subject was published in Valencia in 1547? These and other interesting facts about the game appear in Mr. Hopper's latest book written to guide the checker amateur in the fine points of the game and to challenge the expert to still higher strategy. As a special feature the book contains a series of checker problems which are puzzles in themselves. There are more than eighty diagrams in this interesting book.

Bowling for Beginners

By Dorothy Sumption. Available from author, Pomerene Hall, Ohio State University, Columbus, Ohio. \$.40 postpaid.

THERE IS PRACTICAL HELP in this booklet on bowling techniques, scoring, and the recording of individual scores. An enumeration of the faults to which beginners are prone and a glossary of terms add to the value of the booklet.

Recreational Research

By G. M. Gloss. Obtainable from author at Louisiana State University, University, Louisiana. \$1.00.

THE AUTHOR, who is Associate Professor, School of Health, Physical Education and Recreation, Louisiana State University, states in his preface that the material in this book follows as the result first, of his hobby of observing and studying various recreational projects; second, of research done as part of the requirement for a Doctorate project; and third, as an attempt to combine

these two with extracts of the latest available materials on the subject. The completion of his work came in consequence of an invitation from Dr. Walter Monroe to write a chapter on Recreational Research for the Encyclopedia of Educational Research, edited by Dr. Monroe. Dr. Gloss has grouped his material under the following headings: History and Recent Trends; General Sociological Effects; Youth and Leisure; Recreation and Education; Public Recreation; Economic Effects; Professional Aspects; Personal Health and Recreation. Throughout the book he refers to a vast amount of material—books, magazines, pamphlets, and theses. All these references, representing a comprehensive bibliography, are given in the final section of the book. Recreation workers will find this publication of interest.

Taking the Stage.

By Charlotte Crocker, Victor A. Fields, and Will Broomall. Pitman Publishing Corporation, New York City. \$2.50.

A book which utilizes solo acting in many fascinating forms—elocution, storytelling, play reading, poetry portrayal, and lecture recital to develop personality and to teach the techniques of acting. In the final section of this book will be found a wealth and variety of material on the fundamental dialects. The authors provide rich practice material and resources both for mono-acting and dialect.

Fees and Charges for Public Recreation.

Prepared by James B. Williams and Ian Forbes. U. S. Department of the Interior, National Park Service. Government Printing Office, Washington, D. C. \$40.

The National Park Service has presented in this book a national study of policies and practices regarding the charging of fees prepared at the request of the American Institute of Park Executives and with the advice of the National Recreation Association. The findings of this study will be of keen interest to recreation and park workers and all concerned with the administration of public parks and recreation areas since this question affects so vitally the participation of all citizens in the benefits of recreation services.

Report of Second National Conference on the College Training of Recreation Leaders.

Farnham Printing and Stationery Company, Minneapolis, Minnesota. \$55.

The Second National Conference on the College Training of Recreation Leaders was held at the University of North Carolina from April 27 to 29, 1939. The proceedings of the Conference, issued in printed form, contain the reports of seven committees. The report as a whole combines a wide variety of thinking in the field of recreation itself with a consideration of trends in the field of college curricula for the training of recreation leaders.

American Planning and Civic Annual.

Edited by Harlean James. American Planning and Civic Association, 901 Union Trust Building, Washington, D. C. Free to members of the American Planning and Civic Association; for non-members, \$3.00.

The proceedings of a number of organizations are published in this book: The National Conference on Planning at Boston, May, 1939; the National Conference on State Parks at Itasca State Park, Minnesota, June, 1939; and the Third National Park Conference of the American Planning and Civic Association with the National Park Officials at Santa Fe, New Mexico, in October, 1939. The papers, which record recent civic advance, have been classified under three main headings—Planning; State Parks, and National Parks. Emphasis is laid in many of the papers on recreation as a vital consideration in planning.

The Administration of Health and Physical Education. By Jesse Feiring Williams, M.D., and Clifford Lee Brownell, Ph.D. W. B. Saunders Company, Philadelphia. \$3.00.

Two eminent authorities show in this book how the administrative duties related to health and physical education may be effectively coordinated into a unified program. Advice is given on many present-day problems, including the activities for handicapped children, gymnasium facilities and equipment, the care and maintenance of playgrounds and athletic fields, and intramural and interscholastic athletics.

To the second edition of this well-known book new material has been added, a number of chapters have been revised, and the entire text brought up to date.

Modern Pantomime Entertainments.

By Effa R. Preston. T. S. Denison & Company, Chicago, Illinois. \$60.

A collection of pantomime plays and readings, shadow picture plays and readings, and a number of pantomime songs. Included are burlesques in prose and verse, serious melodramas, plays and songs for holidays and special days, and a few song and dance pantomime numbers. Full directions for staging included. This interesting collection would be of great help to those in need of entertainment specialties.

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